DOCUMENT RESUME

ED 189 408 CE 026 026

AUTHOR Ryan, Thomas P.

TITLE Phase II Evaluation of Certain Aspects of Vocational Education Personnel Development Centers. Final Report.

SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg, Pa. Bureau of Research and Evaluation.

PUB DATE 30 Jun 80

NOTE 233p.: For a related document see ED 174 782.

EDRS PRICE MF01/PC10 Plus Postage.

DESCRIPTORS Financial Support: *Formative Evaluation: *Participant Satisfaction: Program Administration: Program Budgeting: Program Descriptions: *Staff Development: *Summative Evaluation: Surveys: *Vocational Education

IDENTIFIERS Pennsylvania: *Vocational Education Personnel Development Centers

ABSTRACT

A project was conducted to supplement the process and product evaluation of four Vocational Education Personnel Development Centers (VEPDC) through mail surveys of a representative sample of the clients of the Centers. (These Centers are located at Indiana University of Pennsylvania, The University of Pittsburgh, The Pennsylvania State University, and Temple University.) The primary purposes of the project were to provide information for better direction of use of funding resources in VEPDCs: to provide for the establishment of an improved rationale for administering basic funding: and to improve the accountability for the use of these funds. Activities of the project were accomplished through a series of twelve tasks related to planning, instrument development, pilot testing, revision, administration, data collection, analysis, and reporting. The responses of 855 respondents (out of 1,931 participants) were analyzed and presented in a final report that also included statewide and single-Center summaries. (Author/BM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED189408

FINAL REPORT

PHASE II EVALUATION OF CERTAIN ASPECTS OF VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS

(CONTRACT NUMBER 83-9813)

Author
Thomas P. Ryan

Appalachia Educational Laboratory, Inc.
P.O. Box 1348
Charleston, W. Va. 25325

June 30, 1980

PENNSYLVANIA DEPARTMENT OF EDUCATION
BUREAU OF RESEARCH AND EVALUATION
RESEARCH COORDINATING UNIT
FOR VOCATIONAL EDUCATION

CE 026 026

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

B. Ford

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

ABSTRACT

CONTRACT NO: 83-9813

SCHOOL UNIT: 3-00-00-062-0. Phase II Evaluation of Certain Aspects of Vocational Education Personnel Development Centers.

Thomas P. Ryan
Appalachia Educational Laboratory Inc.
P.O. Box 1348
Charleston, W. Va. 25325
(304) 344-8371

$18,737
12/1/79 to 6/30/80

The purpose of the project was to supplement the process and product evaluation of the four VEPDC Centers (at Indiana University of Pennsylvania, The University of Pittsburgh, The Pennsylvania State University, and Temple University) through mail surveys of a representative sample of the clients of the Centers.

Objectives

1. Provide, through mail surveys to clients, information to PDE for better direction of use of funding resources in VEPDC's, establishment of an improved rationale for administering basic funding, and improvement of accountability for the use of the funds.
2. Provide a final report, including individual reports on each Center and a summary for all four Centers.

Outcomes

The activities of the project were accomplished through a series of twelve tasks related to planning, instrument development, pilot testing, revision, administration to 1,931 participants, data collection, analysis and reporting. The product of the project is this final report detailing the responses of 855 respondents with statewide and single-Center summaries.

Audience

The PDE, the Centers, and those interested in the Center approach to Vocational Education personnel development.

Publication

The Final Report.

TABLE OF CONTENTS

Page

ABSTRACT i

CHAPTER I - BACKGROUND AND INTRODUCTION 1

- Background 1
- Contractor Activities in Preparing This Report 4
- Introduction to the Body of the Report 5

CHAPTER II - THE FOUR CENTERS 6

CHAPTER III - INDIANA UNIVERSITY OF PENNSYLVANIA VEPDC 46

CHAPTER IV - UNIVERSITY OF PITTSBURGH VEPDC 70

CHAPTER V - THE PENNYLVANIA STATE UNIVERSITY VEPDC 115

CHAPTER VI - TEMPLE UNIVERSITY VEPDC 174

APPENDIX: DATA COLLECTION INTRUMENTS 213

CHAPTER I

BACKGROUND AND INTRODUCTION

BACKGROUND AND INTRODUCTION

The Appalachia Educational Laboratory (AEL) is pleased to submit this Final Report on its Phase II Evaluation of Certain Aspects of Vocational Education Personnel Development Centers to the Research Coordinating Unit (RCU) for Vocational Education of the Pennsylvania Department of Education (PDE). This report, submitted as of June 30, 1980, covers AEL's activities in development and administration of mail surveys to the clients of the Centers--from December 1, 1979 through June 30, 1980.

Background

In June 1978, the RCU issued a request for proposals for activity under the title underlined above. The RFP included the history of the decision by PDE to fund vocational education personnel development through VEPDC's, established a rationale for this decision, identified the four centers so funded, and established a basis for the evaluation. AEL was awarded the contract, based on its proposal to: (1) systematically assess the extent of achievement of objectives, (2) identify strengths and weaknesses, (3) provide formative evaluation data and recommendations to the centers, (4) identify successful objectives for adoption or continuation, (5) review and analyze the appropriateness of needs assessment techniques used by each VEPDC, (6) review the VEMIS in relation to the planning data needed by each VEPDC (including analysis of constraints on VEMIS data), and (7) prepare mid-year and final summative reports to PDE and appropriate occasional formative information to each VEPDC.

AEL accomplished this first-phase evaluation on schedule on June 30, 1979. The first phase consisted of twenty-one tasks focused on extensive document review and four rounds of site visits to the Centers by a three-person evaluation team. The first-phase final report was submitted and accepted in July, 1979.

PDE subsequently determined that it could meet its second-phase need for evaluation of the Centers' activities, related to (1) better direction of the use of funding resources in VEPDC's, (2) establishment of an improved rationale for administering basic funding, and (3) improvement of accountability for the use of these funds, through the development and administration of mail surveys to the clients of the centers. Accordingly, PDE in November, 1979, provided AEL with a rationale and work scope for the second phase evaluation.

Based on the materials provided by PDE and on subsequent discussions, it was determined that thirteen such mail surveys were needed to provide comprehensive coverage of the populations and services involved in the activities of the centers.

AEL developed a list of twelve tasks, involving planning, drafting of instruments, pilot testing and revision, administration, data analysis, reporting, and project administration to meet PDE's requirements. The tasks and schedule allowed for review of all key materials by PDE, together with time for refinement, before materials were sent to the field. The administration, data collection, and reporting were scheduled in two stages, with seven surveys identified as priority information areas to be reported in an interim report and the other six in the final report. Because of delays in receiving the names from the Centers, however, these were collapsed into one cycle--with all data covered in this final report.

Sampling Methodology

The PDE identified fourteen (14) populations to be sampled in order to achieve this second phase of the evaluation. These are listed, together with the numbers of the institutions involved in each, the total estimated population for each, and the proposed sample size for each, on the chart to be found in Chapter II. Two of the workshop populations, involving Pedogogical and occupational skills workshops, were combined into one survey, for a total of thirteen instruments.

The numbers for the total populations were based on information supplied to the PDE by the centers, except for Recruitment, Advisement, Placement and Vocational Administrators. The numbers in those four areas were estimated as indicated on the chart.

AEL proposed to sample, through mailed questionnaires accompanied by stamped envelopes addressed to AEL's project office, 1845 of the 4,365 estimated total population. In actuality, 4,850 names were provided and 1,931 sampled.

The goal in setting the proposed sample numbers for each survey was to assure a return of at least 40 questionnaires per institution per survey (where the numbers were large enough to permit this). This was achieved primarily by sampling entire populations where the numbers were small. Seven of the populations were surveyed 100% for at least one of the Centers involved; in three of these cases, 100% statewide were sampled. In all other cases: (1) potential respondents (by institution) were assigned numbers in the order received, and (2) the lists of actual respondents was prioritized (to a number 10 in excess of the proposed sample) through the use of a table of random numbers of appropriate size. Since the same individuals appeared on several service lists for some Centers, the lists were compared for duplicates. In cases of duplication, the name remained on the first list on which it appeared (in the order of appearance on the chart) and was purged from subsequent lists -- to be replaced by the next name on the prioritized list of alternates--the excess mentioned above. The randomization process was repeated as necessary to assure a sufficient number of discrete names on each list. This process was designed to assure (1) true random selection, and (2) that each member of the served population would receive only one questionnaire. The random selection process was followed in all appropriate cases; the second criterion could not be maintained in all cases. Often, names which were on very small lists (subject to 100% sampling) duplicated those on other small lists, making it necessary to send two questionnaires to some clients (and in a very few extreme cases, three). When the decision rested on possible overburdening a client to achieve the desire numbers of respondents, the decision was made in favor of the numbers. (It should be pointed out here that response was voluntary and completely anonymous; there was no pressure to respond.) There were many multiple respondents, with no evidence in their remarks of undue stress or resentment as a result.

Details of the actual sampling are to be found in the introductions to each of the subsequent chapters.

Contractor Activities in Preparing This Report

The phase II contract was finalized between AEL and the RCU in November, 1979. Project activities from November, 1979 through June, 1980 are listed below.

Activity	Date (s)
1. Preliminary Evaluation and Sampling Plan Development	November 1979
2. Drafting of 13 instruments	December 1979
3. Pilot testing of instruments (2)	December 1979, January 1980
4. Finalization of Evaluation, Sampling Plans	January 1980
5. Instrument Revisions (3)	December 1979, January-February 1980
6. Administration of Instruments	March-May 1980
7. Data Analysis	June-July 1980
8. Preparation of Final Report	July 1980

All major events have been completed on schedule, with the exception of an early interim report targeted for some areas across all Centers. Delays in receiving names from some Centers for a succession of stated reasons (e.g., concerns about confidentiality, computer breakdowns) made it necessary to conduct but one cycle. (The last names were received on May 20 and those questionnaires mailed on May 22.) Minor changes in the early process were caused by delays in receiving field comments on the draft questionnaires. Since both PDE and the contractor desired to respond to all comments and suggestions received, an extra pilot test and two extra rounds of instrument revision were necessitated, as well as an additional trip to Pennsylvania. In all, the contractor made four trips to Pennsylvania. The original schedule was very "tight," perhaps unreasonably so. In any event, all major tasks were accomplished.

Introduction to the Body of the Report

The remainder of this Final Report contains five Chapters. Chapter II contains a discussion of sampling issues, summaries of outcomes by service areas, and data sheets containing tabulations of frequencies of responses for the entire statewide sample (the four Centers combined). Chapters III-VI provide the same information for each Center, plus all narrative responses and comments. The Appendix to the report contains the 13 instruments used to collect the data.

The data included in this report has been collected, analyzed and presented for interpretation by the reader. No attempt has been made to test for statistical significance or to aggregate data for comparison of Centers. Chapter II has been included to provide a statewide picture, and context for examination of results by individual Centers. Interpretation of outcomes by the author of this report has been kept to a minimum necessary for concise summarization by service areas.

The report is designed to be disassembled, if desired, for distribution. Chapters I and II and the appendix apply to all Centers; people interested in only one Center could receive those three plus the Chapter on their Center.

CHAPTER II

THE FOUR CENTERS

Thirteen service areas funded by PDE at two or more of the Centers were included in this survey. Twelve instruments were devised (Pedagogical and Occupational Skills Workshops were combined into one) to survey the client populations. A thirteenth instrument was devised to survey Vocational Administrators statewide on their perceptions of all areas of the work of the Centers. (This instrument, with minor modification, was also sent to Administrators of comprehensive schools with Agriculture Departments.)

The chart on the following page details both the planned and actual survey populations, by Center and by service area, and shows numbers and percentages of returns. The second and third columns show the estimated populations (totaling 4,365) and proposed sample sizes (totaling 1,845). The next-to-last column shows actual numbers of names provided (4,850), actual numbers of instruments mailed (1,931) and total number returned to AEL (855). The intermediate columns show these figures for each Center, and the right-hand column shows the percentage of return by service areas and in total.

Inspection of this chart reveals some of the unanticipated difficulties encountered in the surveys. Many more names were received in some categories than anticipated; many fewer in others. One goal, in addition to achieving the numbers called for in the sample design, was to limit the number of instruments sent to individuals to one if possible. However, hundreds of names appeared on more than one list (often on several) and many lists had to be sampled at 100% to achieve the numbers. Wherever the two goals referred to above were in conflict, the decision was made to achieve the numbers when possible. Another complicating factor not shown on the chart was the receipt of names at widely varying times in separate lists. In order to stay close to schedule, areas had to be sampled as received, by Centers, before numbers available from other Centers were known. As a result, we achieved our sampling goal (approximately) in 5 areas, exceeded it in 6 areas, and failed to attain it in 2 areas. In all, almost 100 more instruments were mailed than

ITEM	Estimated Population	Sample Proposed	INDIANA			PITTSBURGH			PENN STATE			TEMPLE			TOTALS			% of Return
			NP*	S*	R*	NP	S	R	NP	S	R	NP	S	R	NP	S	R	
Orientation of intern teachers	70	70				9	9	4	83	61	20				92	70	24	34
Field Assistance to Beginning Teachers	200	100				29	29	12	64	64	21				93	93	33	35
Client Feedback (Advisory Council)	173	173	51	33	23	33	30	18	50	36	23	24	20	13	158	119	77	65
Recruitment	100	100	↑	14	14	↑	40	14	38	20	7	1466	41	2		115	37	32
Advisement	800	400	52	38	14	162	153	59	138	138	38	↓	99	44	1913	428	155	36
Placement	100	100	↓	14	12	↓	40	8	42	21	5	15	15	3		90	28	31
Outreach Courses	1700	300				147	108	60	622	124	71	371	113	54	1140	345	185	54
Pedagogical and Occupational Skills Workshops	340	190				20	20	7	266	70	38	29	29	15	315	119	60	50
FBCB Teacher Education	400	120	52	38	13				247	98	31	357	58	17	656	194	61	31
FBCB Admin. Leadership Development	30	30				21	21	11				27	27	16	48	48	27	56
FBCB Vocational Student Organiz.	42	42				24	20	10	20	20	8				44	40	18	45
Occupational Competency Assess.	310	120	15	15**	2	90	37**	20	59	36	17	82	37	17	246	125	56	45
Statewide Survey of Voc. Admin.	100	100													145	145	94	65
Totals	4365	1845	170	152	78	535	507	223	1629	688	279	2371	439	181	4850	1931	855	44

SUMMARY TABLE - QUESTIONNAIRE DATA

*NP = Number of Names Provided   S = Number Sent   R = Number Received

** 11 of these referrals; responses tabulated with Pittsburgh returns was anticipated. Many participants, although lists were carefully purged of duplicate names where possible, received more than one questionnaire. The rate of return for these, however, appeared at least as high as for single-instrument participants, and no complaints were received directly by AEL concerning the numbers of questionnaires received, or the effort involved in responding. The overall rate of return (44%) is considered excellent in sampling literature.

The remainder of this chapter displays the data combined for the four Centers. Each of the 13 survey areas is summarized on a single page, followed by the data sheet(s) containing tabulations of all responses for that area. To provide appropriate context, the data sheets closely follow the format of the questionnaires, with spaces created for tabular displays of responses. Narrative responses and comments by respondents are listed in the subsequent chapters, by Centers. All respondent comments are presented, in the order received; no attempt was made to group or categorize them for effect. They are unedited except in a few necessary cases (e.g., to correct gross syntactical errors, to delete names of individuals treated negatively). In these cases, care was taken to preserve the original meaning and intent of the comment.

Responses of the 94 administrators who returned their surveys are also contained in this chapter. The 6 who identified multiple Centers, and thus could not be counted under individual Centers in subsequent chapters, are also presented separately at the end of the chapter. Administrator responses to each service area are contained in each area summary, and the tabulation of their responses follows the last service area, near the end of the chapter.

The reader will note that the data provided in this chapter is presented in terms of frequency of responses, in aggregate rather than comparative among Centers. This is a deliberate choice agreed to by PDE and the contractor. Further, interpretation is kept to the minimum necessary for summarization.

Orientation of Intern Teachers (Pittsburgh and Penn State)

There were two categories of personnel who rated this area: participants and vocational administrators. Of 70 questionnaires sent to identified participants, 24 were returned (34%). Approximately 80% of those gave positive responses to a series of specific questions about the nature of the program. On a one-to-five scale, over 80% rated the workshops as satisfactory (3) or better.

Forty-one vocational directors (those most closely associated with the two institutions involved) indicated knowledge of this program area. Of these, 32 (78%) rated this activity as satisfactory (3) or better on the same scale used by participants.

The data from the two sources is positive and remarkably consistent.

SUMMARY - TWO CENTERS (PITTSBURGH AND PENN STATE)

Program Area: Orientation of Intern Teachers

N = 24
Respondents were asked to answer four questions.

I. Respondents answered the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree. (DNA = did not answer)

	SA	A	U	D	SD	DNA	T
1. Information about the orientation workshop was made available to me sufficiently in advance for me to arrange for attendance.	8	11	1	3	1	0	24
2. The workshop was held at a time appropriate to allowing participants to prepare for their new teaching responsibilities.	9	10	2	2	1	0	24
3. The location was convenient for me.	8	11	2	2	1	0	24
4. The workshop was designed to meet my specific needs.	5	13	3	2	0	1	24
5. It met most of the common needs of the participants.	6	13	2	2	1	0	24
6. It was of appropriate length.	8	12	2	1	1	0	24
7. An evaluation of the workshop was conducted at the time of the workshop.	10	10	2	2	0	0	24

II. They rated the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	T
1. The Methodology used in the workshop	2	0	6	13	3	24
2. Appropriateness of content	3	0	8	8	5	24
3. Overall administration of the workshop	1	1	1	13	8	24

4. Workshop objectives (clarity, appropriateness, achievement)	2	1	4	11	6	24
5. Applicability to participant's job	2	2	5	8	7	24

III. The most useful aspect of the workshop was: (Listed under each Center breakout sheet)

IV. Orientation of Intern Teachers could best be improved by: (Listed under each Center breakout sheet)

Field Assistance to Beginning Teachers (Pittsburgh and Penn State)

Thirty-three participants and 94 administrators addressed this area. Of the 33 participants who responded (35% of the 93 sampled), 19 indicated that they had been able to request and receive assistance. Of these, 16 said that such assistance was prompt and 15 said it was appropriate. Less than half (14), however, thought that Center assistance had improved their job performance or satisfaction with teaching. There are some interesting comments on this in Chapters IV and V.

Approximately two-thirds of the vocational administrators indicated that there is information available about this service, and about the same fraction indicated that it has positive impact. Fifty-eight of the 94 rated this service as satisfactory (3) or better; 81 of the 94 said it is needed.

SUMMARY - TWO CENTERS (PITTSBURGH AND PENN STATE)

Program Area: Field Assistance to Beginning Teachers

N = 33

Respondents were asked to answer ten questions.

I. How often have you been visited by Center faculty or a Center-appointed staff supervisor? (Listed by Centers)

II. How were visits scheduled? (Check one or more as appropriate)

Pre-Set Schedule 12
Instructor Convenience 15
Your Request 1
Other (Specify) 8 (Listed by Centers)

III. How did you become aware of the availability of Center field assistance? (Listed by Centers)

IV. Were you able to request and receive assistance on a specific problem? Yes 19 No 6 DNA 7 Did not request anything 1.

V. If yes, how would you rate the response? Prompt? Yes 16 No 1 DNA 2 Appropriate? Yes 15 No 4

VI. What kinds of help have you received? (Check)

Classrooms problems 8
Certification 9
Curricular Materials 15
Other (Please Specify) (Listed by Centers)

VII. Have you experienced problems that have not been addressed through Center field assistance? Yes 5 No 18 DNA 10. If yes, please describe briefly. (Listed by Centers)

VIII. Do you believe that Center assistance has improved your job performance and/or your satisfaction with teaching? Yes 14 No 13 DNA 6.

IX. What has been the best (most positive, most useful, aspect of this assistance? (Listed by Centers)

X. How could the Center improve this program? (Listed by Centers)

Personnel Development Advisory Committee (All Centers)

A total of 119 questionnaires were sent to Advisory Committee members; 77 (65%) responded. Respondents generally were very positive about the workings of the Advisory Committees (90% range) and about the impact of the Committees on the Centers (80% range). Forty-three respondents indicated that they were called on to identify and recruit, and 36 to identify hard-to-fill positions. (There seems to be some uncertainty about this, and some apparently did not answer because of subcommittee assignments in other areas.) Only 30 indicated that they had been called upon to complete written evaluations. (This crossed all Centers; perhaps the objective needs clarification or reassessment.)

SUMMARY - ALL CENTERS

Program Area: Personnel Development Advisory Committee

N = 77

Participants were asked four questions.

I. As a member of the Advisory Commitee, were you.... (circle one)
(N.A. means not appropriate or not applicable)
(DNA = did not answer)

	Yes	No	NA	DNA	T
1. Called upon to help identify and/or recruit potential vocational/technical teachers from business and industry?	43	24	7	3	77
2. Called upon to identify hard-to-fill teaching positions?	36	28	10	3	77
3. Called upon to complete a written evaluation of committee effectiveness?	30	40	4	3	77
4. Aware of program changes that resulted from advisory committee recommendations?	60	12	1	4	77
5. Given a directory of committee members?	71	3	0	3	77
6. Given guidelines for operation of the committee?	70	2	1	4	77
7. Furnished with a meeting agenda?	74	0	0	3	77
8. Furnished with meeting minutes?	71	3	0	3	77
9. Involved in unofficial communications with the center, in your role as a committee member, other than at official meetings?	58	15	1	3	77
10. Allowed to express your opinion of meeting agendas?	71	1	3	2	77
11. Allowed to make changes or additions to agendas?	69	2	2	4	77

II. Please rate the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	DNA	T
1. Frequency of advisory committe meetings.	0	7	20	28	19	3	77
2. Frequency of subcommittee meetings.	5	13	22	18	5	14	77
3. Timely distribution of meeting agendas.	1	1	15	16	41	3	77
4. Timely distribution of meeting minutes.	3	2	9	19	40	4	77
5. Information provided committee members about ongoing programs within the Center.	2	3	10	24	35	3	77

III. Please answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
1. The Advisory Committee is structured and operated in a manner which allows individual members to have influence on the outcomes of committee work.	30	31	3	6	3	4	77
2. The Advisory Committee has influence on the work of the Center.	26	33	11	2	1	4	77

IV. The use of the Advisory Committee could be improved by (listed by Centers).

Recruitment (All Centers)

There were three sources of information on this area: vocational administrators, advisory council members, and identified participants. None of them provided much evidence of knowledge of success in this area. Well over half of the vocational administrators were unaware, undecided, or negative in their responses. When rating on a scale of 1-5, only 54% rated it as satisfactory (3) or better. Advisory council members were equally mixed, as indicated in the previous section. Of the 115 participant questionnaires sent, 37 were returned (32%). Of the 37 returns, only 6 indicated enough knowledge of the area to rate it. (All of these 6 rated it good or excellent.) Recruitment sources varied widely, and all responses are listed under the Centers. Only 7 of the respondents above directly attribute their recruitment to the Centers. How much of the other recruitment can be indirectly attributed to the Centers is not known. This area needs further study.

SUMMARY: ALL CENTERS

Program Area: Recruitment of Prospective Vocational Teachers

N = 37

Respondents were asked two questions.

I. How did you hear about the program in which you are now enrolled? (Check one)

Recruited by faculty at the University 7
Recruited through the local School System 13
Through the Media 1
Other (Please Specify) 16 (Listed by Centers)

If you have direct knowledge of the Center's recruitment system, please answer question II. If not, omit question II and move to the comments section below.

II. (a) Please provide an overall rating of the Center's recruitment system, as you understand it, by circling one of the five numbers: 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

1	2	3	4	5	D.N.A.	T
0	0	0	4	2	31	37

(b) Of the things done to recruit teachers for hard-to-fill positions, which do you think are most successful? (Listed by Centers)

(c) What can be done to make this kind of recruiting more successful? (Listed by Centers)

Additional Comments: (Listed by Centers)

Student Advisement (All Centers)

One hundred fifty-five students and 63 vocational administrators responded in this area. Of the 155 students who responded (36% of the 428 surveyed), 88 said that they received advisement materials (57%). Of these 88, 83 (94%) received them early enough to make use of them, and over 80% rated them as satisfactory or better in response to a series of specific questions.

Approximately two-thirds of the vocational administrators (63 of 94) indicated that they knew of the advisement activity, and of these, 46 rated this area as satisfactory (3) or better.

The high level of satisfaction amoung those who received the materials, and the large number of respondents who did not (coupled with the large number who did not respond at all) makes our population sample suspect. This population was only specifically identified in one Center; in the others, the advisement population had to be drawn from a "pool" of students receiving other services. There are too many unanswered questions to draw any conclusions from this data; this service area needs a closer look.

SUMMARY - ALL CENTERS

Program Area: Student Advisement

N = 155

Participants responded to the following six questions:

I. How did you find out about the advisement services available from the Center? (Listed under each Center)

II. Did you receive advisement materials (a handbook, for example) from the Center? Yes 88 No 56 DNA 11.

III. If yes, did you receive it early enough to make effective use of it? Yes 83 No 5.

IV. If you received advisement materials, please rate the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	D.N.A.	T
1. Did the materials address the right questions?	2	13	23	37	20	60	155
2. Was the information accurate?	3	3	21	39	28	61	155
3. Is the material complete (without major omissions) for your purposes?	6	5	22	43	17	62	155
4. Were faculty advisors generally available to assist you?	12	6	16	25	36	60	155
5. Do you feel that program requirements were adequately explained to you?	7	8	12	32	36	60	155
6. Were the advisement services specific to your needs?	6	9	21	26	33	60	155
7. How satisfactory has the overall Center advisement service been to you?	5	5	22	30	33	60	155

V. What has been the most useful service or information received through the advisement activity of the Center? (Listed by Centers)

VI. What could be done to improve the advisement services of the Center? (Listed by Centers)

Placement (All Centers)

This is a service area in which the vocational administrators seem much better informed than the students. Fifty-nine of the 94 administrators (62%) indicated direct knowledge of Center placement activity; 58 of these indicated that they had received help in filling positions.

Twenty-eight students (31% of the 90 surveyed) responded. Of these, only 4 said that their Center provides placement services. (Most did not know.) Only about one-third of the respondents indicated enough knowledge to rate the placement services; of these, approximately half rated the services as satisfactory as better.

The focus of this activity has clearly been with the administrators. Student impact will require a closer look, apparently at a better-defined population.

SUMMARY - ALL CENTERS

Program Area: Assistance to Vocational Education Students in Finding Professional Positions (Placement)

N = 28

Respondents were asked five questions.

I. How did you find your present job? (Listed by Centers)

If you used the placement services of your Center, needed help from the Center in being placed, or have direct knowledge of the Center's placement activity, please answer questions II through V. Otherwise, omit II-V and make any comments you wish to at the end of the questionnaire.

II. How helpful was the Center placement service? (Listed by Centers)

III. What kind of assistance, if any, did you receive from the Center placement activity? (Listed by Centers)

IV. Does your Center (or program area within the Center) provide placement services (that you know of) beyond those provided by the University for all students? Yes 4 No 4 DNA 20. If yes, can you give any examples? (Examples Listed by Centers)

V. Please rate the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	D.N.A.	T
1. The Center Placement Activity.	3	0	2	4	2	17	28
2. The statewide system for matching jobs and applicants.	4	1	1	3	1	18	28
3. The services you actually received toward placement in your job.	5	0	1	1	4	17	28

Comments: (Listed by Centers)

Outreach Courses (Three Centers)

The data in this area seems solid and positive. One hundred eighty-five of the 345 students surveyed (54%) responded. Over 80% of the answers to individual questions about the courses were positive (agreement with positive statements). The same percentage rated the specific aspects of the course as satisfactory (3) or better on a scale of 1 to 5.

Fifty-nine of 94 administrators (63%) indicated knowledge of the outreach courses; of these, 49 (83%) rated them as satisfactory or better.

SUMMARY - THREE CENTERS (PITTSBURGH, PENN STATE, TEMPLE)

Program Area: Outreach Courses (Courses conducted off the main campus for full-time vocational educators)

N = 185

Respondents were asked to respond to four questions.

I. Was the course(s) you took taught by a full-time instructor from the Center 111 or a part-time instructor 45? Both 24 DNA 5.

II. For the course attended, respondents rated the items below by circling one of the five numbers: 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent; DNA = Did Not Agree.

	1	2	3	4	5	DNA	T
1. Course location (convenience)	7	22	27	37	90	2	185
2. Timing of the course	2	10	35	82	52	4	185
3. Length of the course	4	9	32	79	58	3	185
4. Professional Communications and arrangements	11	10	28	59	74	3	185

III. Had they an opportunity to evaluate the course(s)? Yes 150 No 28 DNA 7

IV. For the course(s) attended, respondents answered the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree; DNA = Did Not Answer

	SA	A	U	D	SD	DNA	T
1. The course content was consistent with the title and description.	84	86	3	7	2	3	185
2. The content was relevant to my professional needs.	61	88	14	16	3	3	185
3. The content was relevant to my job.	47	88	21	20	6	3	185
4. The objectives of the course were clearly stated.	71	84	16	9	2	3	185
5. I was informed as to what was expected of me in the course.	81	89	5	6	1	3	185

		SA	A	U	D	SD	DNA	T
6.	The materials and methodology were consistent with the course objectives.	64	96	9	11	2	3	185
7.	The materials and media were appropriate to my needs and abilities.	55	93	18	13	2	4	185
8.	I have been evaluated fairly.	69	87	21	4	1	3	185
9.	The instruction was of high professional quality.	82	72	11	12	3	5	185

Pedagogical and Occupational Skills Workshops (Three Centers)

These workshops also received solid, positive ratings. Of 119 students surveyed, 60 (50%) responded. Over 80% of these rated the workshops as satisfactory (3) or better on the scale, and the same percentage gave positive responses to specific questions about the workshops.

The vocational administrators were less certain about field impact on planning of the workshops (about half were positive; many were undecided). Eighty-six of the 94 rated the workshops, however, and of these, 63 (73%) rated them as satisfactory or better on the 1-5 scale.

SUMMARY - THREE CENTERS (TEMPLE, PITTSBURGH, PENN STATE)

Program Area: Pedagogical or Occupational Skills Workshops

N = 60

Participants were asked five questions.

I. For the workshop(s) you attended,

Please rate the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	DNA	T
1. Workshop location (convenience)	3	4	9	19	22	3	60
2. Timing of the workshop	0	3	8	26	19	4	60
3. Length of the workshop	1	4	3	28	21	3	60
4. Professional arrangements and communications	1	2	6	26	22	3	60

II. What skills were emphasized? (Listed by Centers) ______________________

III. What skills should have received more emphasis? (Listed by Centers) ________

IV. Did you have an opportunity to evaluate the workshop? Yes 48 No 6 DNA 6

V. Please answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
1. The content of the workshop was consistent with the workshop title and description.	32	22	1	0	2	3	60
2. The content was relevant to my professional needs.	30	20	2	4	1	3	60
3. The content was relevant to my present job.	22	25	6	2	1	4	60
4. The objectives of the workshop were clearly stated.	29	19	7	1	0	4	60

	SA	A	U	D	SD	DNA	T
5. The materials and methodology used in the workshop were consistent with the stated objectives.	27	26	2	2	0	3	60
6. The materials and methodology were appropriate to my needs and abilities.	25	25	4	3	0	3	60
7. The instruction was of high professional quality.	36	14	4	3	0	3	60

FBCB Teacher Education (Three Centers)

61 students and 35 vocational administrators responded in this area. Of the 61 student respondents (31% of the 194 surveyed), approximately 80% (49) indicated that they had a field resource person assigned to them. (This actually is close to 100%, since 10 of the respondents were undergraduates who are not yet in the field). These populations probably should have been handled separately, but the undergraduates were not planned for when the instruments were developed and revised. (The undergraduates were instructed not to answer the field-oriented questions). Students gave over 80% positive responses to the specific questions about the program. Perhaps the most interesting responses are the comments which are listed under individual centers.

Of the 35 vocational administrators who felt that they knew enough about this program to rate it, 29 (83%) rated it as satisfactory (3) or better on the scale.

Thus the overall picture for this service is positive, although the statewide data is somewhat "cluttered" by the presence of the undergraduates from one institution. The individual center data is more precise.

SUMMARY - THREE CENTERS (INDIANA, PENN STATE, TEMPLE)

Program Area: Field-Based Competency-Based Teacher Education

N = 61

Participants were asked five questions.

I. How long have you been involved in this program? various

II. There is a field resource person assigned to assist me. Yes 49 No 3*DNA 9*

III. Please answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
1. This instructional system is focused on competencies (teaching skills) related to my position.	27	28	1	4	1	0	61
2. The competencies (teaching skills) have been made known to me in advance.	25	30	2	3	1	0	61
3. The criteria by which I will be judged for each competency (teaching skill) have been made known to me.	35	22	0	4	0	0	61
4. Performance in my professional role is the primary evidence used in judging my competencies (teaching skills).	29	16	3	1	2	10*	61
5. My rate of progress through the program is competency-based, rather than time- or course-based.	26	25	4	5	1	0	61
6. Evaluation of competencies (teaching skills) is continuous, rather than just at the end of a grading period.	32	24	1	4	0	0	61
7. Advisement activities were conducted to meet participants professional needs.	20	22	2	7	0	10*	61

*This includes undergraduates who were not asked to answer these questions.

IV. The best thing about the Field-Based, Competency-Based Teacher Education Program is: (Listed under each Center)

V. This program could be improved by: (Listed under each Center)

FBCB Leadership Development (Pittsburgh and Temple)

27 participants and 43 vocational administrators responded to this service area. Of the 27 participants who responded (56% of the total identified population of 48) well over 80% gave positive responses to the specific questions about the program, and almost 90% rated the program as satisfactory or better.

Of the 43 vocational administrators who knew the program well-enough to rate it, 32 (74%) rated it as satisfactory or better.

Many of the comments in chapters IV and VI are interesting and potentially useful.

SUMMARY - TWO CENTERS (PITTSBURGH AND TEMPLE)

Program Area: Field Based, Competency Based Supervisory and Administrative Leadership Development

N = 27

Participants were asked two questions. Respondents answered the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided; D = Disagree more than Agree; SD = Strongly Disagree.

			SA	A	U	D	SD	T
I.	1.	This instructional system is focused on competencies related to the role for which I am preparing.	14	12	1	0	0	27
	2.	The competencies have been made known to me in advance.	16	10	0	0	1	27
	3.	The criteria by which I will be judged for each competency have been made known to me.	11	11	4	0	1	27
	4.	Performance in my internship role is the primary evidence used in judging my competencies for a leadership position.	9	13	4	1	0	27
	5.	My rate of progress through the internship program is competency-based, rather than time-or-course-based.	16	6	5	0	0	27
	6.	Evaluation of competencies is continuous, rather than only at the end of a grading period.	13	11	2	0	1	27
	7.	Internships are designed and implemented to develop specific supervisory or administrative competencies.	16	10	1	0	0	27
	8.	Provisions are made to systematically guide and supervise the interns.	12	12	1	1	1	27
	9.	Instructional materials related to specific competencies are used to supplement and complement the internship experiences.	11	13	2	0	1	27

II. They rated the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	T
My resource person	2	1	5	8	11	27
My internship assignment	1	0	5	12	9	27
The overall program	1	2	3	13	8	27

Comments: (Listed by Centers)

FBCB Advisors of VSO (Pittsburgh and Penn State)

18 participants and 38 vocational administrators rated this program area. Of the 18 participants, representing 45% of the 40 sampled, 13 indicated that they have a field representative assigned. (3 said no, 2 did not answer). 4 indicated that they were in-service participants. The overall percentage of positive answers to specific questions was 62%; this was much higher for question about instructional system focus on competencies (70 + %) than on questions about rate of progress or continuous evaluation of competencies (50%). There is some variation in responses across centers, and there are some interesting comments.

Of the 38 vocational administrators who knew of the program, 27 (71%) rated it satisfactory or better.

SUMMARY - TWO CENTERS (PITTSBURGH AND PENN STATE)

Program Area: Field-Based, Competency-Based Preparation of Advisors of Vocational Student Organizations

---

N = 18

Participants were asked four questions.

I. There is a field resource person assigned to assist me. Yes 13 No 3 DNA 2

II. They responded to this question by circling one of the five possible responses: SA = Strongly Agree ; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
1. This instructional system is focused on competencies related to my position.	6	8	1	1	2	0	18
2. The competencies have been made known to me in advance.	3	10	0	2	3	0	18
3. The criteria by which I will be judged for each competency have been made known to me.	5	7	1	5	0	0	18
4. Performance in my professional role is the primary evidence used in judging my competencies.	5	7	1	3	2	0	18
5. My rate of progress through the program is competency-based, rather than time-or - course-based.	5	4	3	3	3	0	18
6. Evaluation of competencies in continuous, rather than only at the end of a grading period.	2	7	2	3	4	0	18
7. Advisement activities were conducted to meet participants professional needs.	4	7	1	5	1	0	18
8. (for in-service participants only). This program has assisted in the initiation or reactivation of a vocational student organization or chapter.	4	5	0	1	4	4	18

III. The best thing about Field-based, competency-Based Preparation of Advisors of Vocational Student Organization is: (Listed by Centers)

IV. This program could be improved by: (Listed by Centers)

Occupational Competency Assessment (All Centers)

56 participants and 70 vocational administrators responded in this area. Of the 56 participants (45% of the 125 surveyed) who responded:

- 36 had no problems or did not answer the question
- of the 20 who had problems, 15 (75%) were satisfied with the handling
- 79% gave positive answers to the two question regarding circumstances of administration of the tests
- Only 54%, however, thought that workers would be encouraged to become teachers as a result, and
- only 45% thought that the State and Centers were doing enough to keep fees at a reasonable level.

Of the 70 vocational administrators who had enough direct knowledge to rate this, 55(79%) rated it as satisfactory or better.

SUMMARY - ALL CENTERS

Program Area: Occupational Competency Assessment

N = 56

Respondents were asked to answer three questions and make any additional comments they wished to.

I. Please respond to the statements below by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
1. The exam was arranged and administered in a friendly, fair, and professional manner.	34	13	0	3	1	5	56
2. Any problems that I encountered were handled in a reasonable and prudent manner. (If you had no problems, circle "U").	10	5	30	3	2	6	56
3. Communications regarding the exam were handled in a professional and timely way.	24	18	3	4	2	5	56
4. The way this occupational competency assessment is conducted should encourage workers from business and industry to become vocational teachers.	10	20	6	7	8	5	56
5. The State and the Centers are doing everything possible to keep the fee for the exam at a reasonable level.	6	19	16	4	7	4	56

II. With what aspect of the examination program were you the most satisfied? (Listed by Centers)

III. What could be done, in your opinion, to improve the administration of the occupational competency assessment? (Listed by Centers)

Additional Comments: (Listed by Centers)

Needs Assessment (Administrators Only)

- 48 of the 88 who answered this (55%) agreed that needs assessments are conducted at appropriate intervals
- 45 of 89 (51%) indicated that they had been contacted in the last 2 years.
- 54 of 85 who answered (64%) rated the needs assessment activity as satisfactory or better.

Tuition Differential Supplement (Administrators Only)

- 42 of 91 (46%) agreed that this supplement helps attract workers into teaching. (32 others were undecided; only 17 disagreed).
- 61 of 88 who answered (69%) agreed that the supplement should be continued. (17 were undecided).
- 55 of 78 who answered (71%) rated this service as satisfactory or better.

SUMMARY: ALL CENTERS

PERCEPTIONS OF VOCATIONAL ADMINISTRATORS TOWARD THE SERVICES OF THE VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS.

N = 94

Respondents reacted to statements about six (6) of the services provided by the Centers, by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree; DNA = Did Not Answer.

	SA	A	U	D	SD	DNA	T
Field Assistance to Beginning Teachers							
1. Information about this service is generally available to me.	28	47	5	6	4	4	94
2. This service has positive impact on the capabilities of the beginning teachers.	25	38	12	9	4	6	94
3. There is a real need for this activity.	53	28	3	2	2	6	94
Needs Assessment							
1. The institution checked above conducts a thorough needs assessment at appropriate intervals.	8	40	24	7	9	6	94
2. I have been contacted within the past two years as part of a needs assessment by the Center.	16	39	12	11	11	5	94
Recruitment							
The Center conducts a quality recruitment program, with special emphasis on:							
1. Recruitment of minorities	8	22	51	4	5	4	94
2. Recruitment of pre-service students seeking vocational instruction certificates.	11	25	41	3	9	5	94

	SA	A	U	D	SD	DNA	T
3. Recruitment of in-service students for hard-to-fill teaching positions.	6	22	43	10	8	5	94
4. Sex-fair recruitment practices.	9	33	38	4	5	5	94

Placement

	SA	A	U	D	SD	DNA	T
1. The Center conducts placement service to assist vocational students in finding professional positions.	18	41	22	6	2	5	94
2. The Center has provided me with needed assistance in filling positions.	18	40	14	11	7	4	94

Pedagogical and Occupational Skills Workshops

	SA	A	U	D	SD	DNA	T
1. The Center solicits and uses input from the field (such as myself) in planning these workshops.	15	41	16	10	8	4	94
2. These workshops are planned on the basis of priority needs identified from the field.	16	32	27	10	5	4	94
3. These workshops have had a positive influence on the quality of classroom instruction in my area.	19	30	27	10	4	4	94

Tuition Differential Supplement

	SA	A	U	D	SD	DNA	T
1. The reduced tuition which results from this supplement helps to attract workers from business and industry into the teaching profession.	16	26	32	12	5	3	94
2. It is necessary that this supplement be continued.	35	26	17	6	4	6	94

They rated the six services by circling one of the five numbers: 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent.

	1	2	3	4	5	DNA	T
1. Field Assistance to Beginning Teachers	11	20	9	29	20	5	94

		1	2	3	4	5	DNA	T
2.	Needs Assessment	14	17	18	30	6	9	94
3.	Recruitment	15	17	26	23	2	11	94
4.	Placement	12	13	25	24	11	9	94
5.	Pedogogical and Occupational Skills Workshops	7	16	22	30	11	8	94
6.	Tuition Differential	11	12	23	22	10	16	94

Those with direct knowledge of the other services were asked to rate the additional services listed below by circling one of the five numbers: again, 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent.

o	Orientation of intern teachers (Pitt, Penn State only)	2	7	9	12	11	53	94
o	Student Advisement System	3	14	15	21	10	31	94
o	Outreach courses (Pitt, Penn State Temple only)	3	7	17	24	8	35	94
o	Field-Based, Competency-Based Teacher Education (Indiana, Temple only)	3	3	7	10	12	59	94
o	Competency-Based Leadership Preparation (Pitt, Temple only)	3	8	11	12	9	51	94
o	Competency-Based Vocational Student Organization Advisor Preparation (Pitt, Penn State only)	3	8	11	13	3	56	94
o	Occupational Competency Assessment	6	9	18	25	12	24	94

Comments made by the respondents are listed under each center.

MULTIPLE-CENTER RESPONSES

PERCEPTIONS OF VOCATIONAL ADMINISTRATORS TOWARD THE SERVICES OF THE VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS.

N = 6

Respondent reacted to statements about six (6) of the services provided by the centers by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	T
Field Assistance to Beginning Teachers						
1. Information about this service is generally available to me.	2	4	0	0	0	6
2. This service has positive impact on the capabilities of the beginning teachers.	3	2	1	0	0	6
3. There is a real need for this activity.	6	0	0	0	0	6
Needs Assessment						
1. The institution checked above conducts a thorough needs assessment at appropriate intervals.	0	3	2	1	0	6
2. I have been contacted within the past two years as part of a needs assessment by the Center.	0	3	0	3	0	6
Recruitment						
The Center conducts a quality recruitment program with special emphasis on:						
1. Recruitment of minorities	1	2	2	1	0	6
2. Recruitment of pre-service students seeking vocational instruction certificates.	1	1	3	1	0	6
3. Recruitment of in-service students for hard-to-fill teaching positions	1	1	3	1	0	6
4. Sex-fair recruitment practices	1	3	1	1	0	6

		SA	A	U	D	SD	T
Placement							
1.	The Center conducts placement service to assist vocational students in finding professional positions.	0	4	2	0	0	6
2.	The Center has provided me with needed assistance in filling positions.	0	6	0	0	0	6
Pedagogical and Occupational Skills Workshops							
1.	The center solicits and uses input from the field (such as myself) in planning these workshops.	2	1	1	2	0	6
2.	These workshops are planned on the basis of priority needs identified from the field	1	1	3	0	1	6
3.	These workshops have had a positive influence on the quality of classroom instruction in my area.	1	1	2	2	0	6
Tuition Differential Supplement							
1.	The reduced tuition which results from this supplement helps to attract workers from business and industry into the teaching profession.	1	2	2	1	0	6
2.	It is necessary that this supplement be continued.	2	2	1	0	1	6

Participant were asked to rate the six services by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

		1	2	3	4	5	DNA	T
1.	Field Assistance to Beginning Teachers	0	2	0	3	1	0	6
2.	Needs Assessment	0	1	2	2	1	0	6
3.	Recruitment	0	1	3	2	0	0	6
4.	Placement	0	0	1	4	0	1	6
5.	Pedogogical and Occupational Skills Workshops	0	0	3	1	2	0	6
6.	Tuition Differential	1	0	2	2	0	1	6

Participants were asked to rate the additional services listed below by circling one of the five numbers: again, 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent.

	1	2	3	4	5	DNA	T
o Orientation of intern teachers (Pitt, Penn State only)	0	1	2	2	0	1	6
o Student Advisement System	0	1	2	1	0	2	6
o Outreach courses (Pitt, Penn State, (Temple only)	0	1	2	2	0	1	5
o Field-Based, Competency-Based Teacher Education (Indiana, Temple only)	0	0	1	2	1	2	6
o Competency-Based leadership Preparation (Pitt, Temple only)	0	1	2	1	1	1	6
o Competency-Based Vocational Student Organization Advisor Preparation (Pitt, Penn State only)	0	1	2	1	0	2	6
o Occupational Competency Assessment	0	1	4	0	0	1	6

Comments:

1. Continue growth towards more direct contact with involved teachers on the job.

2. Indiana's Field Based, Competency-Based teacher education program is very good. It has helped some teachers to become certified who could not have done so in any other institution.

3. These center have been a big help in getting new teachers started in their fields as well as a good source for recruiting new teachers. I have personally used these centers for screening candidates who are interested in becoming teachers. I have worked directly with both Temple and Penn State in placing student teachers and interns in our programs.

CHAPTER III

INDIANA UNIVERSITY OF PENNSYLVANIA

VEPDC

The VEPDC of Indiana University of Pennsylvania is funded for six of the program areas: The Advisory Council (client feedback) activity, Recruitment, Advisement, Placement, FBCB Teacher Education and the Occupational Competency Assessment. The Center provided a total of 170 names on four lists (108 different individuals) with many names represented for more than one activity. These 108 persons were sent a total of 152 questionnaires, of which 78 (51%) were returned. When the 11 referrals to the Pittsburgh occupational competency test (any returns from which were counted under Pittsburgh) are subtracted, the rate of return for Indiana becomes 55%--highest for any of the Centers.

The names provided for Recruitment, Advisement, Placement and FBCB Teacher Education were sampled in total at more than 100%--split so that no individual received more than two questionnaires in these areas. Because of the small numbers in Occupational Competency Assessment, some of these who were duplicated from other lists received a third questionnaire. Of the 51 advisory council names received, 33 were sampled (omitting those on the Indiana Faculty and with Indiana addresses).

Each of the six service areas addressed for Indiana is summarized on a single page, followed by the data sheet(s) containing tabulations of all responses and comments for that area. The data sheets closely follow the actual format of the questionnaires, with spaces created for tabular display of responses. Responses of the 10 Vocational Administrators who identified Indiana as their regional Center are also contained in this chapter. Their responses to each service area are contained in each area summary, and the tabulation of all their responses is at the end of the chapter.

Client Feedback (Advisory Council)

Thirty-three members of the advisory council were mailed questionnaires; 23 (70%) responded. Responses related to the operation of the committee (mechanics, frequency of meetings, timeliness, etc.) were extremely positive (in the 90% range) with the exception of the written evaluation objective, on which respondents were split down the middle (48% said yes). Nineteen of the 23 felt that they had been called upon to identify and recruit potential teachers, and 16 felt called upon to identify hard-to-fill teaching positions. Overall, a very positive response, with positive comments and constructive suggestions.

CENTER: INDIANA

Program Area: Personnel Development Advisory Committee

N = 23

Participants were asked four questions.

I. As a member of the Advisory Committee, were you.... (circle one)
(N.A. means not appropriate or not applicable)
(DNA means did not answer)

	Yes	No	N.A.	DNA	T
1. Called upon to help identify and/or recruit potential vocational/technical teachers from business and industry?	19	3	1		23
2. Called upon to identify hard-to-fill teaching positions?	16	6	1		23
3. Called upon to complete a written evaluation of committee effectiveness?	11	10	2		23
4. Aware of program changes that resulted from advisory committee recommendations?	19	3	1		23
5. Given a directory of committee members?	23	0	0		23
6. Given guidelines for operation of the committee?	22	1	0		23
7. Furnished with a meeting agenda?	23	0	0		23
8. Furnished with meeting minutes?	23	0	0		23
9. Involved in unofficial communications with the center, in your role as a committee members, other than at official meetings?	18	5	0		23
10. Allowed to express your opinion of meeting agendas?	21	0	2		23
11. Allowed to make changes or additions to agendas?	19	1	2	1	23

II. Please rate the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	DNA	T
1. Frequency of advisory committee meetings.	0	1	7	9	6		23
2. Frequency of subcommittee meetings.	0	3	9	7	3	1	23
3. Timely distribution of meeting agendas.	0	0	8	3	12		23
4. Timely distribution of meeting minutes.	0	1	5	4	12	1	23
5. Information provided committee members about ongoing programs within the Center.	1	2	3	8	9		23

III. Please answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U - Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	T
1. The Advisory Committee is structured and operated in a manner which allows individual members to have influence on the outcomes of committee work.	11	10	2	0	0	23
2. The Advisory Committee has influence on the work of the Center.	12	10	1	0	0	23

IV. The use of the Advisory Committee could be improved by:

1. The advisory committee is about where it should be in its developmental utilization.
2. We are still rather new - can't comment yet - otherwise OK
3. Seems to be functioning very well now
4. More central location of meetings for all travelling members
5. No known way
6. Greater involvement of sub-committees
7. It is very well organized and efficient in every way
8. Center personnel spending more time listening and observing students and teachers at respective vo. ed. classes being conducted in school districts. I feel the committee brings only a portion of the total picture of need and those in the "trenches" have little input.
9. Having more meetings and limiting agenda to more workable topics.

Recruitment

Three audiences (advisory committee, Vocational Administrators, Students) were sampled with respect to recruitment. As noted before, 19 of 23 Advisory Council members felt that they were involved in recruitment. The 10 vocational administrators gave a mixed response. Forty percent were undecided; most of the rest were positive. Five of the 8 who felt that they knew enough about it to rate it, rated recruitment as satisfactory or better. Of the 14 students sent questionnaires on recruitment, all responded, but provided the least useful data. Over half indicated that they were recruited through the local school system; only 3 directly by the University faculty; 2 by other college instructors. (Of course, these sources may have resulted from University efforts; this question may not tell us much.) Perhaps more significantly, only 2 of the 14 felt that they knew enough about the recruitment system to rate it. (Both rated it highly.) The written comments are generally positive, but suggest a need for more visibility of the recruitment activity.

CENTER: INDIANA

Program Area: Recruitment of Prospective Vocational Teachers

N = 14

Respondents were asked two questions.

I. How did you hear about the program in which you are now enrolled? (Check one)

Recruited by faculty at the University	3
Recruited through the local School System	7
Through the Media	0
Other (Please Specify)	4

College Instructor	2
Fellow Teachers	1
Local School Instructors	1

If you have direct knowledge of the Center's recruitment system, please answer question II. If not, omit question II and move to the comments section below.

II. (a) Please provide an overall rating of the Center's recruitment system, as you understand it, by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

1	2	3	4	5	D.N.A.	T
0	0	0	1	1	12	14

(b) Of the things done to recruit teachers for hard-to-fill positions, which do you think are most successful?

1. Personal recommendations (referrals)

(c) What can be done to make this kind of recruiting more successful?

1. Make present teachers aware of the programs and needs for personnel in participating schools.

Additional Comments:

1. Do not know that much about the Center's recruitment system but know from what I've heard it is very good.

2. I am Pre-Service. When I filled out my employment application, the administrator informed me of this program.

3. Indiana did an excellent job of answering my questions, providing me with an intern site, an solving some unique problems I had (I have a B.S. + M. Ed. and changed to Voc. Ed.)

4. I am currently employed, but I have received notice of available jobs from Penn State, I.U.P. and Pitt.

5. Your program is good but doesn't seem to have enough exposure.

Advisement

Fourteen students and 10 vocational administrators addressed the advisement area at Indiana. Of the 14 students, 10 knew of the advisement services (from a variety of sources); half had received advisement materials. Of the 9 who rated the advisement materials in 7 areas, 73% of the answers were "satisfactory" or better. Ten of the students identified useful elements, and 7 made suggestions for improvement. Of the 10 Vocational Administrators, 7 felt that they knew enough about it to rate it; of these, 6 rated it "good" or "excellent."

CENTER: INDIANA

Program Area: Student Advisement

N = 14

Participants were asked to answer six questions.

I. How did you find out about the advisement services available from the Center?

I.U.P. Resource Person	1
Vo-Tech School	5
Center Director	3
Haven't known about it	3
Employer	1
Did not answer	1

II. Did you receive advisement materials (a handbook, for example) from the Center? Yes 7 No 5 D.N.A. 2.

III. If yes, did you receive it early enough to make effective use of it? Yes 6 No 1 DNA 7.

IV. Respondents who received advisement materials rated the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	D.N.A.	T
1. Did the materials address the right questions?	1	1	2	3	2	5	14
2. Was the information accurate?	1	0	3	2	3	5	14
3. Is the material complete (without major omissions) for your purposes?	2	2	2	3	0	5	14
4. Were faculty advisors generally available to assist you?	3	0	2	0	4	5	14
5. Do you feel that program requirements were adequately explained to you?	2	1	1	1	4	5	14

6.	Were the advisement services specific to your needs?	1	1	2	2	3	5	14
7.	How satisfactory has the overall Center advisement service been to you?	2	0	2	2	3	5	14

V. What has been the most useful service or information received through the advisement activity of the Center?

1. None.
2. The resource person was the most useful service to me.
3. It has all been useful but some are not easily adaptable to the teaching of adults.
4. The different steps in presenting a lesson.
5. Conferences at the beginning and during each school term.
6. Indiana State regional field advisor
7. The field representative and continuous services and education.
8. Answers to questions about the educational program.
9. Advisement has all been person to person - has been very helpful.
10. The weekly visit of the process teacher.
11. None.
12. The Center at IUP has either overlooked me on the mailing list or has been very ineffective.

VI. What could be done to improve the advisement services of the Center?

1. At least they could return my telephone calls.
2. Better selection of faculty advisors.
3. They could help to prepare you for the O.C.E. similar to civil service examinations.
4. I find the advisement services very good.
5. Have more field service employees with more technical backgrounds.

6. The advisor was not even aware of my transcript and the credits I had received when she was advising me to take the credits I have already received. I believe the entire VE Dept. should be reorganized to provide a better relationship with the students. When the advisor was taking time to meet with me I believe she should have when aware of my transcript since she was to advise me of needed credits, I am not very satisfied with the advisement I have received from I.U.P. since I started to enroll in the program. I took from September to February to process all the necessary information to I.U.P. I think this is an unreasonable amount of time for anyone to be having papers processed, Just to become enrolled in a program.

7. I hope you will make the VEPDC more well-known at I.U.P.

Placement

Twelve students and 10 Vocational Administrators responded with vastly differing perspectives. Seven of the 10 vocational administrators agree that the Center conducts placement services, and 8 of the 10 indicate that the Center has helped them to fill positions. Of the 9 who felt that they knew enough to rate it, 7 rated it "satisfactory" or better. The student data is much less conclusive. Only 2 were placed by the Center, but several were apparently already employed and others had located jobs before entering the program. Two others are looking for work and apparently are receiving services from the Center. None could give any examples of placement services, and only 2 of the 12 (both negative) attempted to rate the placement service. It appears that the placement services are oriented more to the vocational administrators than to students directly; we may either have the wrong students or asked the students the wrong questions.

CENTER: INDIANA

Program Area: Assistance to Vocational Education Students in Finding Professional Positions (Placement)

N = 12

Respondents were asked five questions

I. How did you find your present job?

1. Through newspaper ad and through job placement agency.
2. Pre-Service (I am hoping to get a job)
3. I live in a district not currently served by a vo-tech school, I applied directly to the new school.
4. "Word-of-Mouth".
5. Heard about it at employment office.
6. Am currently a student of a 2 year welding program (graduate May 80). Hold a B.S. Degree from Penn State. Am interested in teaching as a possible career. Am looking for work.
7. I was already employed as a part time post secondary instructor.
8. Through my own hunting.
9. Newspaper ad.
10. Pre-service intern center placed me.
11. Former student of school-kept in contact with instructor - heard of position through her.

If you used the placement services of your Center, needed help from the Center in being placed, or have direct knowledge of the Center's placement activity, please answer questions II through V. Otherwise, omit II-V and make any comments you wish to at the end of the questionnaire.

II. How helpful was the Center placement service?

1. Haven't attempted to use the service - but will ask my field resource person about it.

III. What kind of assistance, if any, did you receive from the Center placement activity?

1. None.

2. None yet - see Question II.

3. Newsletter listing job openings in the area.

IV. Does your Center (or program area within the Center) provide placement services (that you know of) beyond those provided by the University for all students? Yes _0_ No _3_ N.A. _9_. If yes, can you give any examples? No responses.

V. Please rate the items below by circling one of the five numbers: 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent.

	1	2	3	4	5	D.N.A.	T
1. The Center Placement Activity.	2	0	0	0	0	10	12
2. The statewide system for matching jobs and applicants.	2	0	0	0	0	10	12
3. The services you actually received toward placement in your job.	2	0		0	0	10	12

Comments:

1. I was already teaching before approached by administration and Indiana University to go into the modular format of receiving my certificates.

2. Can your center help me in finding an out-of-state position.

3. They are now sending me job openings.

4. I was an industrial staff employee who felt little job satisfaction. Became involved in a 2 year welding program. Took courses at night school for one year. Transferred general course credits from my B.S. Degree to 2 year program. Resigned my job and returned to welding school full time to complete those requirements. Expressed an interest in instruction to my advisor and he informed me of Indiana's VEPDC program. Met field resource person and became involved in program. Would like to continue. But currently am looking for work. If I could find instructors position would continue in program. Only have 6 credits toward Level I (15 required).

5. The state wide system has informed me of six job openings in the last year.

6. I am not familiar with all services provided by the center.

FBCBTE

Thirty-eight of the 52 names provided were sampled; 13 responded. Eight of the 10 Vocational Administrators also addressed this program area. Both groups gave generally positive responses. All 13 students indicated that there was a field resource person assigned to them, and over 90% of the responses to questions related to the nature of the program were positive. Every one of the 13 could name a "best" thing about the program, yet 11 could make suggestions (some rather sharply-worded) for improvement. Of the 8 Vocational Administrators who rated the program, 7 rated it either "good" or "excellent." Two do not appear to know much about it, and one is very negative.

CENTER: Indiana

Program Area: Field-Based Competency-Based Teacher Education

N = 13

Participants were asked five questions

I. How long have you been involved in this program? various

II. There is a field resource person assigned to assist me. Yes 13 No 0

III. Please answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
1. This instructional system is focused on competencies (teaching skills) related to my position.	4	8	0	1	0		13
2. The competencies (teaching skills) have been made known to me in advance.	4	8	0	0	1		13
3. The criteria by which I will be judged for each competency (teaching skill) have been made known to me.	5	8	0	0	0		13
4. Performance in my professional role is primary evidence used in judging my competencies (teaching skills).	4	6	0	1	2		13
5. My rate of progress through the program is competency-based, rather than time- or course-based.	3	8	1	0	1		13
6. Evaluation of competencies (teaching skills) is continuous, rather than just at the end of a grading period.	5	8	0	0	0		13
7. Advisement activities were conducted to meet participants professional needs.	4	8	0	1	0		13

IV. The best thing about the Field-Based, Competency-Based Teacher Education Program is:

1. Working at the school, using the teaching skills.
2. The competencies are immediately usable in my class.

IV. (Cont'd)

3. Develop skills as needed.

4. Availability of resource person to evaluate my competencies - I do not have to drive long distances to participate in program.

5. Being able to apply C B.T.E. directly to the classroom and make corrections under supervision of the resource person assigned to me.

6. I'm allowed to progress at my own speed.

7. That you can work at your own pace.

8. It is self paced and it is not necessary to travel great distances to attend a class.

9. It is a pertinent educational program and is local (eliminates need for commuting).

10. Convenience, Flexibility.

11. You work at your own pace.

12. It is very convenient to have my resource teacher near if needed as I obtain "On The Job Training"

13. It saves energy.

V. This program could be improved by:

1. I find the program very good, plenty of help from the Indiana Univ.

2. Dropping some of the busy work, for example flannel boards. I fail to see any use for this in a secondary food service class.

3. By grading in five categories (A-F) as apposed to the two point system used (pass or fail) A or nothing.

4. Alternate group classes held in some centrally located area.

5. Slowing it down just a bit. This may be true only in the case of special-ed where more after-hours work is necessary to develop a course of study.

Prior to my entrance into the I.U. of Pa program I was registered in the vo-ed program at Pitt. This was totally unsatisfactory to me as the attitude and instruction was very unrealistic. The instructors and advisors I came in contact with were not really knowledgeable in what takes place in the vo-ed classroom or lab, and did not seem to care. Their attitude seemed to be "answer the questions" but "don't ask any!"

This program and the people from I.U. of Pa. has been the answer to the prayers of myself and the others (taking the I.U. of Pa. courses) in my vo-ed school.

V. (Cont'd)

6. Having a field rep. that is familiar with my occupation.
7. Increasing the knowledge of the school resource person so they can better guide the student.
8. Making it possible to sign up for 3 rather than 6 hours per semester.
9. Being able to meet with the field resource person more often.
10. Having competent resource people in the College.
11. Increasing the number of credits received for each module from ½ credit to 1 credit.

This program is new and based on industry needs. At the snails pace of education, it will take me three years to teach my first lesson to meet your standards.

CENTER: INDIANA

Program Area: Occupational Competency Assessment

Indiana provided 15 names; 11 of these were actually tested at Pittsburgh, and respondents from that group were analyzed under the Pitt totals. The remaining four were apparently all in the Cosmetology field, and were evaluated through a credential review by a committee. The two who responded indicated this in the "comment" section and did not answer any of the other questions.

Vocational Administrator Survey

All responses of the 10 Vocational Administrators who identified Indiana as their regional Center are contained on the following pages. Their responses to the six areas surveyed have been summarized on the preceding pages; in addition, however, they have commented on needs assessment and tuition differential supplement, and 7 of them have made general comments about the Center.

CENTER: INDIANA UNIVERSITY OF PENNSYLVANIA

Perceptions of VOCATIONAL ADMINISTRATORS toward the Services of the Vocational Education Personnel Development Centers.

N = 10

Participants were asked about six (6) of the services provided by the centers by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
Field Assistance to Beginning Teachers							
1. Information about this service is generally available to me.	5	3	0	2	0		10
2. This service has positive impact on the capabilities of the beginning teachers.	5	3	1	1	0		10
3. There is a real need for this activity	9	1	0	0	0		10
Needs Assessment							
1. The institution checked above conducts a thorough needs assessment at appropriate intervals.	3	5	0	1	1		10
2. I have been contacted within the past two years as part of a needs assessment by the Center.	4	5	0	1	0		10
Recruitment							
The Center conducts a quality recruitment program with special emphasis on:							
1. Recruitment of minorities	1	3	5	1	0		10
2. Recruitment of pre-service students seeking vocational instruction certificates.	3	3	3	0	1		10
3. Recruitment of in-services students for hard-to-fill teaching positions.	1	4	4	1	0		10
4. Sex-fair recruitment practices	2	3	4	1	0		10

Placement

	SA	A	U	D	SD	DNA	T
1. The Center conducts placement service to assist vocational students in finding professional positions.	4	3	2	1	0		10
2. The Center has provided me with needed assistance in filling positions.	3	5	0	2	0		10

Pedagogical and Occupational Skills Workshops

	SA	A	U	D	SD	DNA	T
1. The center solicits and uses input from the field (such as myself) in planning these workshops.	4	3	2	0	1		10
2. These workshops are planned on the basis of priority needs identified from the field.	4	2	3	1	0		10
3. These workshops have had a positive influence on the quality of classroom instruction in my area.	3	3	3	1	0		10

Tuition differential Supplement

	SA	A	U	D	SD	DNA	T
1. The reduced tuition which results from this supplement helps to attract workers from business and industry into the teaching profession.	2	2	5	1	0		10
2. It is necessary that this supplement be continued.	4	2	3	1	0		10

Participants were asked to rate the six services by circling one of the five numbers: 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	DNA	T
1. Field Assistance to Beginning Teachers	1	1	0	4	4	0	10
2. Needs Assessment	0	2	1	3	3	1	10
3. Recruitment	1	2	0	5	0	2	10
4. Placement	1	1	2	4	1	1	10
5. Pedogogical and Occupational Skills Workshops	1	0	2	4	2	1	10
6. Tuition Differential	0	1	1	4	2	2	10

Participants were asked to rate the additional services listed below by circling one of the five numbers: again, 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent.

	1	2	3	4	5	DNA	T
o Student Advisement System	0	0	1	3	3	3	10
o Field-Based, Competency-Based Teacher Education	1	0	0	3	4	2	10
o Occupational Competency Assessment	1	0	1	3	1	4	10

Comments:

1. Although Indiana is in its infancy stage of development, they have serviced our school adequately. One of the key priorities in Vo. Ed. is the recruitment and retainment of GOOD prospective teaching cadres.

2. I think that field based-competencies based teacher education is the best delivery system that has happened in vocational education, to date. It fits our needs very well. I am particularly impressed with the pre-service component and see it as a good way to recruit competent staff. I am also impressed with their responsiveness to our needs.

3. Indiana U. should be investigated for conducting internships without any station - how can you be an intern if there is no one on staff to serve under. I know of 2 bad cases - one for Director; one for Counselor. A cheap shot for Doctorate.

4. Beginning teachers need more help.

5. Unless I am too much of a recluse I do not seem to have the info to answer most questions. I am extreme pleased with the philosophy and effort of I.U.P. under Tom O'Briens' leadership.

6. I believe that I.U.P. is doing an outstanding job in vocational program planning and leadership development. We are well pleased with their field based competency based teacher education program.

7. I am very satisfied and happy with the services from I.U.P. I am glad our school participates in field based competencies.

CHAPTER IV

UNIVERSITY OF PITTSBURGH
VEPDC

The VEPDC at the University of Pittsburgh is funded for all program areas except FBCBTE - a total of twelve service areas sampled through eleven questionnaires. The Center provided a total of 535 names on 9 lists (approximately 375 different individuals) with many names on two or more lists. These individuals were sent a total of 507 questionnaires, of which 223 (44%) were returned. Six of these lists, because of small numbers, had to be sampled at or about 100%. Although duplicate names were carefully "purged" where possible, the configuration of the lists made multiple (usually two, in rare cases three) questionnaires necessary in some cases, in order to achieve reasonable numbers in the individual surveys.

Each of the eleven survey areas addressed for the Pittsburgh VEPDC is summarized on a single page, followed by the data sheet(s) containing tabulations of all responses and comments for that area. The data sheets closely follow the format of the questionnaires, with spaces created for tabular displays of responses.

Responses of the 16 Vocational Administrators who identified Pittsburgh as their Regional Center are also contained in this chapter. Their responses to each service area are contained in each area summary, and the tabulation of all their responses is at the end of the chapter, together with their comments on the Center.

Orientation of Intern Teachers

Nine names were provided in this area; all were sampled, and four responded. Three of the four were positive, both in their answers to specific attitudinal questions and in their ratings; the other was very negative. The general consensus of comments was that the workshops were useful, but should be longer. 13 of the 16 vocational administrators who listed Pittsburgh as their center responded in this area. 8 of the 13 rated this area as satisfactory ("3" on a 1-5 scale) or better.

CENTER: PITTSBURGH

Program Area: Orientation of Intern Teachers

N = 4

Participants were asked to answer four questions.

I. Respondents were asked to answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	T
1. Information about the orientation workshop was made available to me sufficiently in advance for me to arrange for attendance.	2	1	0	0	1	4
2. The workshop was held at a time appropriate to allowing participants to prepare for their new teaching responsibilities.	3	0	0	0	1	4
3. The location was convenient for me.	2	2	0	0	0	4
4. The workshop was designed to meet my specific needs.	2	0	1	1	0	4
5. It met most of the common needs of the participants	2	1	0	0	1	4
6. It was of appropriate length	2	1	1	0	0	4
7. An evaluation of the workshop was conducted at the time of the workshop.	2	1	0	1	0	4

II. The respondents were asked to rate the items below by circling one of the five numbers: 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	T
1. The Methodology used in the workshop	1	1	0	1	1	4
2. Appropriateness of content	1	0	0	1	2	4
3. Overall administration of the workshop	0	1	0	1	2	4
4. Workshop objectives (clarity, appropriateness, achievement)	1	0	0	0	3	4
5. Applicability to participant's job	0	0	1	1	2	4

III. The most useful aspect of the workshop was:

1. A good overview of the requirements of teachers at a school (lesson plans, objectives, testing, evaluation and how school administration works for and against teachers).
2. It prepared me and gave me a well rounded procedure of what was expected of me in terms of teaching and organizational record keeping.
3. There wasn't any.

IV. Orientation of Intern Teachers could best be improved by:

1. Setting up one or two real classes to be observed with a qualified teacher and students at a randomly chosen high school.
2. 3-day workshop.
3. Adding one or two more days to program.

Field Assistance to Beginning Teachers

29 names were provided for this service area; all were sampled and 12 responded (41%). Of the 12 respondents, 9 were familiar with it and 3 appeared not to have been involved. (Those 3 said they had never been visited). 5 indicated that they had been able to receive assistance with problems, promptly and mostly appropriately. 6 of the respondents believe that Center assistance has improved their job performance; 4 were able to name positive aspects of the assistance, and 4 made suggestions for improvement.

All 16 of the vocational administrators responded in this area. 13 agreed that information is available to them, 8 (50%) agreed that the service has positive impact on capabilities of beginning teachers, and 15 agreed that there is a real need for this activity. 6 of the 16 rated this service as "satisfactory" or better; 10 rated it "unsatisfactory" or "fair".

CENTER: PITTSBURGH

Program Area: Field Assistance to Beginning Teachers

N = 12

Respondents were asked to answer ten questions.

I. How often have you been visited by Center faculty or a Center-appointed staff supervisor?

Once	2
Twice	1
Once/Week	1
DNA	2
Never	3
Three Times	1
Ten Times	1
Yes (?)	1

II. How were visits scheduled? (Check one or more as appropriate)

Pre-Set Schedule	4
Instructor Convenience	4
Your Request	1
Other (Specify)	2
Spot Evaluation	1

Was told what day but not what period (1)

III. How did you become aware of the availability of Center field assistance?

Through this correspondence	(1)
Univ. Supervisor	(1)
Advisor	(2)
Did not answer	(4)
Voc. Dir. my school	(1)
Orientation of Interns Prog.	(1)
Haven't known of it	(2)

IV. Were you able to request and receive assistance on a specific problem? Yes 5 No 3 DNA 3. Did not request anything 1.

V. If yes, how would you rate the response? Prompt? Yes 5 No 0 DNA 7 Appropriate? Yes 4 No 1 DNA 7

VI. What kinds of help have you received? (Check)

Classroom problems 4 (Some checked more than 1)
Certification 5
Curricular Materials 4
Other (Please Specify) None 3

VII. Have you experienced problems that have not been addressed through Center field assistance? Yes 2 No 7. If yes, please describe briefly. DNA = 3; Discipline, Certification, Theory of Shorthand (!)

VIII. Do you believe that Center assistance has improved your job performance and/or your satisfaction with teaching? Yes 6 No 3 DNA 3.

IX. What has been the best (most positive, most useful) aspect of this assistance?

1. Seminars (weekly)
2. Current information and materials on learning disabilities.
3. I cannot think of any positive aspects of this program.
4. Information received both on state and local levels.
5. Not aware.
6. The well planned Vo-Ed courses planned in the proper order by Pitt - and the highly professional instructors from Pitt.

X. How could the Center improve this program?

1. Advise undergraduate not to place out of Typewriting I and Shorthand I. I took an advanced placement exam and did not sit for typing I & II Shorthand I & II. I felt that my shorthand (I) (intro) theory was weak. Student teachers should be made to practice writing shorthand outlines on the board.
2. Have more information available for students to use in the classroom (books, handouts).
3. Make it more personalized and more relevant - most resource people are not T-I and most program users are.
4. Don't know the program.
5. Let teachers know about it.
6. I think it is satisfactory.

Client Feedback (Advisory Council)

Thirty members of the advisory council were mailed questionnaires; 18 (60%) responded. Responses related to operation of the committee (mechanics, frequency of meetings, timeliness, impact, etc.) were very positive (80-90% range). About half said that they had been called upon to complete written evaluations. Eleven of the 18 (61%) said that they were called upon to identify hard-to-fill positions and recruit for these positions. Seven members made suggestions for improvement.

CENTER: PITTSBURGH

Program Area: Personnel Development Advisory Committee

N = 18

Participants were asked four questions.

I. As a member of the Advisory Committee, were you.... (circle one)
(N.A. means not appropriate or not applicable)
(DNA means did not answer)

	Yes	No	N.A.	DNA	T
1. Called upon to help identify and/or recruit potential vocational/technical teachers from business and industry?	11	5	2	0	18
2. Called upon to identify hard-to-fill teaching positions?	11	4	3	0	18
3. Called upon to complete a written evaluation of committee effectiveness?	8	9	1	0	18
4. Aware of program changes that resulted from advisory committee recommendations?	14	4	0	0	18
5. Given a directory of committee members?	18	0	0	0	18
6. Given guidelines for operation of the committee?	17	0	0	1	18
7. Furnished with a meeting agenda?	18	0	0	0	18
8. Furnished with meeting minutes?	18	0	0	0	18
9. Involved in unofficial communications with the center, in your role as a committee member, other than at official meetings?	15	2	1	0	18
10. Allowed to express your opinion of meeting agendas?	18	0	0	0	18
11. Allowed to make changes or additions to agendas?	18	0	0	0	18

II. Please rate the items below by circling one of the five numbers: 1 = Unsatisfactory; 2 = Fair, 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	DNA	T
1. Frequency of advisory committee meetings.	0	0	3	8	7	0	18
2. Frequency of subcommittee meetings.	0	2	6	6	2	2	18
3. Timely distribution of meeting agendas.	0	0	1	5	12	0	18
4. Timely distribution of meeting minutes.	0	0	0	5	13	0	18
5. Information provided committee members about ongoing programs within the Center.	0	0	2	6	10	0	18

III. Please answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
1. The Advisory Committee is structured and operated in a manner which allows individual members to have influence on the outcomes of committee work.	7	9	0	1	0	1	18
2. The Advisory Committee has influence on the work of the Center.	5	8	3	1	0	1	18

IV. The use of the Advisory Committee could be improved by:

1. (Obviously I'm satisfied and can offer no suggestions)
2. Increasing membership
3. Including teachers for input and participation - selected by their respective faculty - no less than 2 or 3 slots. Advisory Committee should be aware of state voc. surveys and their recommendations.
4. Meeting more frequently
5. More representation from business and industry
6. More subcommittee interaction
7. Better participation of all members
8. The State Board to follow-up and give input to our suggestions, comments and ideas.
9. No suggestions. I am well satisfied with Advisory Committee work.

Recruitment

Three audiences (advisory committee, vocational administrators, students) were sampled in this service area. As noted previously, 11 of 18 advisory council members felt that they were involved. The 16 vocational administrators were split: 1/4 were positive in their answers, half were undecided, and 1/4 were negative. Seven of the 16 rated it as satisfactory or better on a scale. Of the 40 students sampled, 14 (35%) responded. About half indicated that they had been recruited by the University in some fashion; only one felt well-enough informed to rate the service (rated it highly). Several made positive comments and two made suggestions.

CENTER: PITTSBURGH

Program Area: Recruitment of Prospective Vocational Teachers

N = 14

Respondents were asked two questions.

I. How did you hear about the program in which you are now enrolled? (Check one)

Recruited by faculty at the University	4
Recruited through the local School System	1
Through the Media	0
Other (Please Specify	9

Alumnus
Necessary for a job
Intermediate unit
Individual interest and effort
Classmate
University Catalogue (2)
AVTS Director
Part of Masters Program

If you have direct knowledge of the Center's recruitment system, please answer question II. If not, omit question II and move to the comments section below.

II. (a) Please provide an overall rating of the Center's recruitment system, as you understand it, by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

1	2	3	4	5	D.N.A.	T
0	0	0	1	0	13	14

(b) Of the things done to recruit teachers for hard-to-fill positions, which do you think are most successful?

1. The one to one contact provided by most of the center professors. Their willingness to help individuals is excellent.

2. Awareness of needs.

(c) What can be done to make this kind of recruiting more successful?

1. More time for the professor to spend with district personnel.

2. Job secruity and stability

Additional comments:

1. The improvement in the last few years has been exemplary.
2. Courses taken so far are interesting, organized, challenging. Teachers appear to be true professionals. Students feel comfortable in classroom situations.
3. I am planning to transfer to IUP's field based program next fall. Found out from Bob Lees - field representative.

Advisement

Fifty-nine students (39% of the 153 surveyed) and 12 vocational directors responded in the advisement area. Approximately 45 of the students indicated knowledge of the service; 30 indicated that they had received advisement materials (90% of whom indicated that they received them early enough for use). Of the 33 students who rated the service, 85% rated the seven individual items at "satisfactory" or better. 36 students were able to name a most useful service, and 24 made suggestions for improvement. Of the 12 vocational directors who rated this service on a 1-5 scale, 6 rated it as satisfactory (3) or better.

CENTER: PITTSBURGH

Program Area: Student Advisement

N = 59

Participants were asked to answer six questions.

I. How did you find out about the advisement services available from the Center?

Previous knowledge	1
Friend (Previous Student)	2
Word of Mouth	2
Didn't Find Out	11
Alumnus	1
Local School	13
"Penna. Education"	1
Employer	3
Another University	4
College Handbook	2
Pittsburgh Staff	12
Mail	2
By Accident	2
Did Not Answer	3

II. Did you receive advisement materials (a handbook, for example) from the Center? Yes 30 No 24 DNA 5.

III. If yes, did you receive it early enough to make effective use of it? Yes 27 No 3.

IV. If you received advisement materials, please rate the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

		1	2	3	4	5	D.N.A.	T
1.	Did the materials address the right questions?	1	6	12	10	4	26	59
2.	Was the information accurate?	1	3	10	10	9	26	59
3.	Is the material complete (without major omissions) for your purposes?	2	2	10	14	5	26	59
4.	Were faculty advisors generally available to assist you?	1	3	3	13	13	26	59
5.	Do you feel that program requirements were adequately explained to you?	1	4	3	13	12	26	59
6.	Were the advisement services specific to your needs.	0	5	8	8	12	26	59
7.	How satisfactory has the overall Center advisement service been to you?	0	5	6	12	10	26	59

V. What has been the most useful service or information received through the advisement activity of the Center?

1. Mostly, willing to offer assistance with questions.
2. Instruction in the cooperative Ed. Program was very useful.
3. Classes or courses that provided "hands on" activity. Ideas that I could take back and use in my own classroom.
4. Concerning Coop Ed certification.
5. Excellent communication.
6. Continuing education possibilities.
7. To understand how to prepare for a speech or a lesson to have confidence in front of a group.
8. Course related requirements.
9. Classes at the local Vo-Techs School.
10. Financial Information.
11. The procedure to apply for and gain certification in the area of Vocational Education.
12. New laws.
13. Guidance toward certificate.
14. None.
15. Criteria for certification in cooperative education.

16. Western area Vo-Ed seminar in April 80.

17. Explanation of graduate program.

18. Received cooperative education certification.

19. Material that I used for a research paper.

20. I have not been misguided through misinformation.

21. Programs and workshops offered through the Center by private industry.

22. The teachers and advisors themselves are the most helpful and I receive enough information through them.

23. Voc packets.

24. Have to date received nothing pertinent.

25. None.

26. The most useful service was timely advisement, and accurate information and the cooperation and administration of the program from the Oakland campus through Johnstown.

27. I wouldn't know since I've never heard of it.

28. Faculty advisor.

29. Received none.

30. Educational alternatives that I was interested in and activities that I may persue to achieve those goals.

31. Advising me in classes to take.

32. Getting me promptly enrolled in the master's programs and transcripts - mostly from my letters of recommendation.

33. Never have used any of their services except advisement materials.

34. Class available for enrollment.

35. Course of study outlined by a professor.

36. No comment.

37. Willingness of advisors to help even though efforts are ineffective.

38. Hand out on what courses I needed.

39. Selection of required courses.

40. I have had very little contact or advisement, only the catalog.

41. Newest material for the Director of Vocational Education Program.

42. A paper advising me of what courses are required in order for me to receive my degree.

VI. What could be done to improve the advisement services of the Center?

1. More courses with hands on activity.

2. Make certain everyone receives materials.

3. To explain the lesson before trying to prepare a speech correctly.

4. More personal information Centers.

5. Up date the college handbooks, give out more information about financial aid, and make sure that the college branch campuses have the same information.

6. More contact with coordinators at schools.

7. Complete revision would make the college more effective.

8. Since I know what I am trying to attain all I need is an advisor to sign registration forms for classes.

9. More advisement materials.

10. Send more information on graduate school.

11. Earlier notice of courses and registration dates. To present time, notices non-existent.

12. Send information.

13. Available time of advisor.

14. Better information passed on about the mechanics of registering, etc., from advisor to student.

15. Bluntly -- everything.

16. Make advisement services more readily available and provide advisors who honestly know what they are talking about.

17. Professor give more time to deal with all the problems centered around certification and student needs.

18. I'd like to see a course offered which would bring an older graduate up to date on what is being taught in Home Economics Colleges today.

19. Send bulletins telling people the program they have at the University.

20. They should not change everything once it has been published like their schedule of classes.

21. More staff members.

22. Advisors seem to be lacking communication skills necessary to adequately explain segments of the program. Large areas left unplanned - more definition necessary.

23. Keep the present faculty.

24. Up to date information on jobs available.

Placement

Eight students (20%) of the 40 surveyed and 16 vocational administrators responded in this area. Ten of the 16 administrators agreed that the center provides placement services, and 9 of these indicated that the Center had helped them fill positions. Twelve of the 16 rated the service as "satisfactory" (3) or better on a 1-5 scale.

The student respondents were much less knowledgeable about the placement activity. Only one of the 8 indicated having been placed by the university, and only 3 indicated enough knowledge to answer the other questions or to rate the service. Of the 3, 2 said that the Center provides such services, and most line-item ratings by the 3 were "satisfactory" or better. Of the 4 who commented, 2 said the questionnaire was inappropriate for them and the other 2 had no knowledge of the service.

As mentioned earlier, it is clear that the focus of this service makes the administrators a better source of information than the students.

CENTER: PITTSBURGH

Program Area: Assistance to Vocational Education Students in Finding Professional Positions (Placement)

N = 8

Respondents were asked five questions.

I. How did you find your present job?

1. Through applying and interviewing	(1)
2. Answered an advertisement	(1)
3. My own contacts	(3)
4. Through the University	(1)

If you used the placement services of your Center, needed help from the Center in being placed, or have direct knowledge of the Center's placement activity, please answer questions II through V. Otherwide, omit II-V and make any comments you wish to at the end of the questionnaire.

II. How helpful was the Center placement service?

1. Excellent	(2)
2. Very helpful	(1)

III. What kind of assistance, if any, did you receive from the Center placement activity?

1. None	(1)
2. They led me to a few possible jobs	(1)

IV. Does your Center (or program area within the Center) provide placement services (that you know of) beyond those provided by the University for all students? Yes 2 No 1 DNA 5. If yes, can you give an examples?

1. Help with certification.

V. Please rate the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	D.N.A.	T
1. The Center Placement Activity.	0	0	0	2	1	5	8
2. The statewide system for matching jobs and applicants.	0	1	1	1	0	5	8
3. The services you actually received toward placement in your job.	0	0	1	0	2	5	8

Comments:

1. This form is not applicable since I am not employed in this field.

2. This questionaire does not really fit my personality or job placement. My concern as an elected assistant superintendent and commissioned officer is to gain the proper certification to supervise vocational programs in my school district. P.D.E. said they would not certify me; "just go ahead and supervise on my superintendent certification." I just can't accept that, especially since P.D.E. will not put it in writing.

3. I have no knowledge of special voc placement.

4. I have no idea about the center placement because I'm not a citizen and I have no job right now in the U.S.A. that is why I left most of my questions unanswered.

Outreach Courses

This service area was responded to by 60 students (56% of the 108 surveyed) and by 13 of the 16 vocational administrators who work with Pittsburgh. Approximately 2/3 of the courses were taught by full-time instructors from the Center. Over 80% of the ratings and responses by students were positive. Of the 60, 35 had opportunities to evaluate the course taken, and 34 felt the course was relevant to their job.

Ten of the 13 vocational administrators rated the courses as satisfactory or better from their perspective. Overall, the response in this area was quite positive.

CENTER: PITTSBURGH

Program Area: Outreach Courses (Courses conducted off the main campus for full-time vocational educators)

N = 60

Respondents were asked to answer four questions.

I. Was the course(s) you took taught by a full-time instructor from the Center 35 or a part-time instructor 12? Both 12? DNA 1.

II. For the course attended, please rate the items below by circling one of the five numbers: 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent.

	1	2	3	4	5	DNA	T
1. Course location (convenience)	2	6	9	13	30	0	60
2. Timing of the course	0	4	11	33	11	1	60
3. Length of the course	0	2	13	33	12	0	60
4. Professional Communications	5	6	10	22	17	0	60

III. Had they an opportunity to evaluate the course(s)? Yes 35 No 20 DNA 5.

IV. For the course(s) attended, please answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
1. The course content was consistent with the title and description.	25	33	1	1	0	0	60
2. The content was relevant to my professional needs.	10	33	8	8	1	0	60
3. The content was relevant to my job.	8	26	10	13	3	0	60
4. The objectives of the course were clearly stated.	18	31	7	3	1	0	60

		SA	A	U	D	SA	DNA	T
5.	I was informed as to what was expected of me in the course.	21	34	4	1	0	0	60
6.	The materials and methodology were consistent with the course objectives.	18	33	5	4	0	0	60
7.	The materials and media were appropriate to my needs and abilities.	11	34	8	6	0	1	60
8.	I have been evaluated fairly.	21	33	6	0	0	0	60
9.	The instruction was of high professional quality.	26	22	7	3	0	2	60

Pedagogical and Occupational Skills Workshops

The Center provided 20 names in this area; all were surveyed, and 7 (35%) responded. Of the 7 who responded, 5 acknowledged taking the workshops and answered the questions. Of these 5, almost all the ratings were "satisfactory" or better, and the majority of answers to specific questions were positive. There were 4 suggestions for emphasis on different skills.

The vocational administrators were split almost exactly down the middle on this topic. Of the 16, 9 felt that the center solicits and uses field input in planning, 8 felt that priority needs dictate the planning, and 7 felt that the workshops have positive influence on the quality of classroom instruction. Several were undecided on the last two items. A bare majority (9 of 16) rated the workshops as satisfactory or better on the scale.

CENTER: PITTSBURGH

Program Area: Pedagogical or Occupational Skills Workshops

N = 7

Participants were asked five questions.

I. For the workshop(s) you attended,

Please rate the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	DNA	T
1. Workshop location (convenience)	0	0	2	2	1	2	7
2. Timing of the workshop	0	0	1	4	0	2	7
3. Length of the workshop	0	0	1	3	1	2	7
4. Professional arrangements and communications	0	1	1	2	1	2	7

II. What skills were emphasized?

1. Safety - OSHA
2. The development of trade analysis/development of classroom skills
3. Lesson plans - modules
4. Mainstreaming
5. I have never had a workshop through Pitt; however, I have taken courses
6. Teaching techniques
7. The only workshop I attended was at General Motors training center, which as far as I know has nothing to do with Pitt.

III. What skills should have received more emphasis?

1. Program development, especially in light of competency-based education and mainstream pressure.
2. Classroom management, budget preparation, school law
3. Student/teacher relations
4. Discipline problem solving

IV. Did you have an opportunity to evaluate the workshop? Yes 4 No 2 DNA 1

V. Please answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
1. The content of the workshop was consistent with the workshop title and description.	2	3	0	0	0	2	7
2. The content was relevant to my professional needs.	1	3	0	1	0	2	7
3. The content was relevant to my present job.	1	2	2	0	0	2	7
4. The objectives of the workshop were clearly stated.	1	2	2	0	0	2	7
5. The materials and methodology used in the workshop were consistent with the stated objectives.	1	4	0	0	0	2	7
6. The materials and methodology were appropriate to my needs and abilities.	1	3	1	0	0	2	7
7. The instruction was of high professional quality.	3	1	0	1	0	2	7

FBCB Leadership Development

Of the 21 names provided, all were sampled and 11 (52%) responded. 13 of the 16 vocational administrators indicated enough knowledge of this area to rate it.

Ten of the 11 students were consistently positive in their responses and ratings; their comments are mixed.

Of the 13 vocational administrators who rated the program, 8 rated it as "satisfactory" or better.

CENTER: PITTSBURGH

Program Area: Field-Based, Competency-Based Supervisory and Administrative Leadership Development

---

N = 11

Respondents answered the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided; D = Disagree more than Agree; SD = Strongly Disagree.

			SA	A	U	D	SD	T
I.	1.	This instructional system is focused on competencies related to the role for which I am preparing.	5	5	1	0	0	11
	2.	The competencies have been made known to me in advance.	6	4	0	0	1	11
	3.	The criteria by which I will be judged for each competency have been made known to me.	5	4	1	0	1	11
	4.	Performance in my internship role is the primary evidence used in judging my competencies for a leadership position.	5	5	1	0	0	11
	5.	My rate of progress through the internship program is competency-based, rather than time-or-course-based.	7	1	3	0	0	11
	6.	Evaluation of competencies is continuous, rather than only at the end of a grading period.	1	8	1	0	1	11
	7.	Internships are designed and implemented to develop specific supervisory or administrative competencies.	5	5	1	0	0	11
	8.	Provisions are made to systematically guide and supervise the interns.	4	5	1	0	1	11
	9.	Instructional materials related to specific competencies are used to supplement and complement the internship experiences.	3	5	2	0	1	11

II. They rated the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	T
My resource person	1	0	3	4	3	11
My internship assignment	1	0	1	4	5	11
The overall program	1	1	2	4	3	11

Comments:

1. Internship zeroed upon areas where competency not previously demonstrated and was good experience and produced work of continuing value. Current Job Title: Executive Administrator - My experience was good with evaluator and vo-tech director. I'm not sure all interns can have that much support and time from the director of vo-tech especially.

2. I believe the program I am enrolled in is very good.

3. Program should be better organized and coordinated-overall the program is satisfactory.

4. Professor has botched the program. Indecision, non-communication and poor planning have all but destroyed my interest in the program. I feel cheated and exploited.

5. Was enrolled in the program when it was first initiated therefore experienced a few inconsistencies related to item 8. These have been corrected.

6. Only one course appeared to be inappropriate for training - but this course is being deleted.

7. The program is not stable.

FBCB VSO

This program area was responded to by 10 students (50% of those surveyed) and 12 vocational administrators. Six of the respondents indicated that they are in-service participants, 4 pre-service. Eight respondents indicate that they have a field resource person assigned.

The in-service respondents gave nearly 100% positive responses to questions about the competency base of the program; the pre-service respondents disagreed on some questions and were split on others. They (pre-service) unanimously disagreed on the question of continuous evaluation of competencies. (Clearly, they are in a course and perhaps should not have been included in the population). Nine of the respondents were able to identify a "best" aspect of the program, and 7 made suggestions for improvement.

Of the 12 vocational directors who felt that they could rate this program, 7 (58%) rated it as satisfactory or better on the scale.

CENTER: PITTSBURGH

Program Area: Field-Based, Competency-Based Preparation of Advisors of Vocational Student Organizations

---

N = 10

Participants were asked four questions.

I. There is a field resource person assigned to assist me. Yes 8 No 1 DNA 1

II. Please answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
1. This instructional system is focused on competencies related to my position.	2	5	1	0	2	0	10
2. The competencies have been made known to me in advance.	2	5	0	1	2	0	10
3. The criteria by which I will be judged for each competency have been made known to me.	2	5	1	2	0	0	10
4. Performance in my professional role is the primary evidence used in judging my competencies.	1	5	0	2	2	0	10
5. My rate of progress through the program is competency-based, rather than time-or course-based.	4	2	1	0	3	0	10
6. Evaluation of competencies in continuous, rather than only at the end of a grading period.	0	6	0	0	4	0	10
7. Advisement activities were conducted to meet participants professional needs.	3	5	0	2	0	0	10
8. (for in-service participants only) This program has assisted in the initiation or reactivation of a vocational student organization or chapter.	2	3	0	0	1	4	10

III. The best thing about Field-based, competency-Based Preparation of Advisors of Vocational Student Organization is:

1. It provides the support systems needed in organizing a VSO.
2. You work with your students while working the mods.
3. If the program were operating properly, the field-based system would better suit the needs of instructors by assisting them in improving the current VSO or initiating a new VSO. Working with the advisor in the field can help solve some of the problems that may be encountered in areas that are not present in other areas. These problems include Administration's lack of concern for the VSO's, fund raising problems, membership problems, and lack of assistance from other instructors.
4. Feedback is immediate.
5. Convenience
6. The advisors can move at their own pace.
7. They are only a phone call away and are helpful when needed.
8. It should allow the person to directly apply what they are learning.
9. It isn't a formal class situation and therefore can be done at your own leisure.

IV. This program could be improved by:

1. Seeing resource person more often.
2. This program could be improved by eliminating the module series of instruction and replacing it with classroom instruction which would at least give those taking the course the chance to compare their problems and solutions with other instructors. The VSO course, as it now exists, is for all practical purposes, useless.
3. More contact between advisor and research person.
4. Becoming competency -- I could not "test out" of several courses in the Master's program in Distributive Education.
5. More relevant instructional materials - the ones in current use are terrible.
6. Regular meeting times.
7. Some group sessions with other completing competencies.

Occupational Competency Assessment

Of the 90 names provided by the Center, 37 were surveyed and 16 responded. Additionally, 11 names from Indiana were actually referrals to Pittsburgh. The four of these who responded were added to the Pitt totals, for a total of 20 respondents in this area. For the two questions concerning arrangements, administration and communications, the answers were 80% positive. Most had no problems; of the 7 who did, 5 thought they were well handled. Only half, however, thought that the way the assessment is handled should encourage workers to become teachers. Only 6 of the 20 thought the fees were being kept as low as possible; 5 disagreed and the rest were undecided. There are a total of 38 written answers and comments which provide the best picture of this service area.

Of the 16 vocational administrators, 14 rated this area. Of the 14, 13 rated it as satisfactory or better.

CENTER: PITTSBURGH

Program Area: Occupational Competency Assessment

N = 20

Respondents were asked three questions.

I. Please respond to the statement below by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
1. The exam was arranged and administered in a friendly, fair, and professional manner.	8	8	0	2	1	1	20
2. Any problems that I encountered were handled in a reasonable and prudent manner. (If you had no problems, circle "U").	4	1	12	1	1	1	20
3. Communications regarding the exam were handled in a professional and timely way.	9	7	2	0	1	1	20
4. The way this occupational competency assessment is conducted should encourage workers from business and industry to become vocational teachers.	3	7	3	4	2	1	20
5. The State and the Centers are doing everything possible to keep the fee for the exam at a reasonable level.	2	4	8	2	3	1	20

II. With what aspect of the examination program were you the most satisfied?

1. Administration, and performance evaluation.
2. The written examination.
3. Timing of test.
4. Performance Test - Good Conditions.

5. Performance Test - Excellent conditions.

6. The opportunity to participate in such a program.

7. With all due respect, the above question makes no sense.

8. Notification in plenty of time as to where the exams would be, and also the description of what to expect on the exams.

9. None.

10. Getting it over with and passing.

11. Range of questions allowed generalization of the area of competency making the program more equitable among candidates.

12. The people at Connelly Skill Center did an excellent job conducting the shop portion of the exam.

13. Performance test.

14. All areas.

15. Performance.

16. Written.

III. What could be done, in your opinion, to improve the administration of the occupational competency assessment?

1. Be given more often.

2. Keep the contents up-to-date. Be sure the monitors are also updated with current information dealing with the trade test.

3. Reduce the fee by at least 50%. Results of tests should be available within 15 days, not 45 or more, and certainly within 30 days prior to school openings. Any applicant, sucessful or not, for a position that the test will cover should not be one of the personel giving the test...as was the case in my test creating a conflict of interest.

4. Nothing, as further testing so as to be more discriminate would consume more time and cost. The evaluators are tradespeople, and are aware if the student is capable.

5. a) To find out the results faster, b) have the exams at more convenient places for the students.

6. Expand the testing to include a broad range of processes and machines, instead of passing or failing on a narrow aspect of the trade.

7. Get the results back sooner.
8. I felt all phases of this program quite adequate.
9. The person should be given a better idea of the exam content at the earliest possible date.
10. Make closer locations, update the written test.
11. Grade report sooner.
12. The administration of both tests was handled well. The instructors were pleasant and helpful.

Additional Comments:

1. The written part of the exam should be updated, and questions be more clear.
2. Subject matter on written tests should be more confined to actual needs for what is to be taught in the shop rather than a broad base that has little impact upon the effectiveness of the instructor.
3. It might help, if a student's competence or testing is taken into consideration of his/her background, as there is always the possibility that the test material covers equipment or procedures that the student was never exposed to through no fault of his/her own.
4. I thought the Competency Exam was as close to a true and accurate evaluation of ones abilities as there could be.
5. In cosmetology a review of credentials are necessary only.
6. Testing could be done with an eye towards the convenience of the test taker as much as possible. Those in charge (of written and mechanical tests) could attempt to be a little...(illegible)...
7. Written portion of the exam could be given on a quarterly rather than semi-annual basis.
8. The current system has a tendency to "Scare Off" potential qualified people.
9. I anticipated and felt that the tests could have been a little more demanding of applicants knowledge of field.
10. I'm not a speed reader. To answer 180 questions you must read 180 questions plus four different answers for each. I needed more time to answer questions correctly. The desk I took the test on was all cluttered up.

Vocational Administrator Survey

All responses of the 16 vocational administrators who identified Pittsburgh as their regional Center are contained on the following pages. Their responses in the 11 areas have been summarized as preceding pages; in addition, they have commented on needs assessment and tuition differential supplement, and 12 of them have made general comments about the Center.

CENTER: THE UNIVERSITY OF PITTSBURGH

PERCEPTIONS OF VOCATIONAL ADMINISTRATORS TOWARD THE SERVICES OF THE VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS.

N = 16

Respondents reacted to statements about six (6) of the services provided by the Centers, circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
Field Assistance to Beginning Teachers							
1. Information about this service is generally available to me.	2	11	1	1	1	0	16
2. This service has positive impact on the capabilities of the beginning teachers.	3	5	4	2	2	0	16
3. There is a real need for this activity.	12	3	1	0	0	0	16
Needs Assessment							
1. The institution checked above conducts a thorough needs assessment at appropriate intervals.	0	9	4	1	2	0	16
2. I have been contacted within the past two years as part of a needs assessment by the Center.	3	9	0	1	3	0	16
Recruitment							
The Center conducts a quality recruitment program, with special emphasis on:							
1. Recruitment of minorities	1	3	10	0	2	0	16
2. Recruitment of pre-service students seeking vocational instruction certificates.	1	2	8	2	3	0	16

		SA	A	U	D	SD	DNA	T
3.	Recruitment of in-service students for hard-to-fill teaching positions.	0	3	6	3	4	0	16
4.	Sex-fair recruitment practices	1	5	9	0	1	0	16
Placement								
1.	The Center conducts placement service to assist vocational students in finding professional positions.	2	8	4	2	0	0	16
2.	The Center has provided me with needed assistance in filling positions.	3	6	1	2	4	0	16
Pedagogical and Occupational Skills Workshops								
1.	The center solicits and uses input from the field (such as myself) in planning these workshops.	2	7	1	2	4	0	16
2.	These workshops are planned on the basis of priority needs identified from the field.	2	6	3	2	3	0	16
3.	These workshops have had a positive influence on the quality of classroom instruction in my area.	3	4	4	2	3	0	16
Tuition Differential Supplement								
1.	The reduced tuition which results from this supplement helps to attract workers from business and industry into the teaching profession.	3	4	4	4	1	0	16
2.	It is necessary that this supplement be continued.	8	4	1	2	0	1	16

They rated the six services by circling one of the five numbers: 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent.

		1	2	3	4	5	DNA	T
1.	Field Assistance to Beginning Teachers	4	6	3	2	1	0	16
2.	Needs Assessment	3	3	6	3	0	1	16

	1	2	3	4	5	DNA	T
3. Recruitment	3	6	5	2	0	0	16
4. Placement	1	3	9	3	0	0	16
5. Pedogogical and Occupational Skills Workshops	1	6	2	7	0	0	16
6. Tuition Differential	3	1	4	7	1	0	16

Those with direct knowledge of the other services were asked to rate the additional services listed below by circling one of the five numbers: again, 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent.

o Orientation of intern teachers (Pitt, Penn State only)	1	4	2	3	3	3	16
o Student Advisement System	0	6	3	2	1	4	16
o Outreach courses (Pitt, Penn State, Temple only)	0	3	4	5	1	3	16
o Competency-Based Leadership Pre- (Pitt, Temple only)	1	4	2	5	1	3	16
o Competency-Based Vocational Student Organization Advisor Preparation (Pitt, Penn State only)	1	4	3	2	2	4	16
o Occupational Competency Assessment	0	1	5	5	3	2	16

Comments: (all comments received are included).

1. For three years I tried to enroll a student who had a machine shop background. They continually lost his papers. It must have been at least 5 times and (I'm not exaggerating). He finally gave up and we lost him when a position was available in his trade. This is only one incident, I can name many. For improvement I suggest that those involved in that department including secretaries be evaluated as to their individual education and experiences on working with schools and human beings in general.

2. - On campus instruction seems adequate
   - Off-campus instructions seems to vary according to instructions by regular staff and others
   - Records and transcripts are often delayed
   - Staff has been depleted extensively which is not good
   - More visitation to student work sites would help.

3. Have been pleased with the overall work at Pitt.

4. At the graduate level there is entirely too much confusion among different advisers about what courses are required for what certificates. The Center must take some of the blame although we recognize that what is going on in Harrisburg doesn't help any. There is inconsistency also about meeting requirements for courses by presenting evidence of having met those requirements otherwise -- some professors will accept such evidence and others will not -- either you can or you can't -- not based on personal feelings of an individual. Advisory meetings are dominated by Center personnel to the exclusion of non-Center people who may have much to contribute if there were ever time for them. Almost the total meeting time is occupied by Pitt people. Surveys on union personnel were done in the thousands, but produced only a very few replies. People familiar with conducting surveys could have predicted such a return and suggested meaningful methods of surveying the skilled population.

5. Implement, as soon as possible, the field assistance to beginning teachers.

6. During the past 1½ years, under the direction of Dr. Polk the Vocational Program at Pitt has made many positive in roads in providing programs and much needed communication to the area educational institutions and programs. This was not true or even existent after Dr. Scott retired and before Dr. Polk entered the program. Dr. Polk is doing a fine job!!!

7. Each time I contacted the University of Pittsburgh for assistance with regard to our Educational Program - the service was fast and excellent - this reference applies to the past three years only.

8. Much improvement needed to meet school districts needs - too much complacency - and poor instruction; department need leadership badly.

9. Indiana just started; doing very well. Pitt too haughty - must cater to them; very rigid. Pitt feels you must kiss their tail and they are doing you a favor.

10. I am not aware of any recruitment of future teachers via various, professors, organizations, places or employment, media or any other way. The Allegheny Community College does more in the way of occupational workshops than Pitt. Evidently they see this as some one else's role. Pitt will give you a list of their latest graduates upon inquiry. To the best of my knowledge they do no recruitment for hard to fill positions. To attract more capable persons to the Vocational Teaching Field should be the highest priority at the University. Information to potential teachers must be disseminated to make them aware of the opportunities.

11. An advisory committee for Business Education was established over 3 years ago (to meet some evaluation criteria, I think) we had a few meetings at that time (to get in their records, but have not had any meetings in a couple of years. This is one of the reasons I rate the needs assessment as unsatisfactory! Their recent release of a Needs Questionnaire (done in April at end of school years is not adequate!) Their courses are 10 years behind in Business Teacher Methods. (I supervise 80 business teachers!)

12. Improving - more recruitment to fill teaching and administrative positions.

CHAPTER V

THE PENNSYLVANIA STATE UNIVERSITY

VEPDC

The VEPDC at the Pennsylvania State University is funded for all areas except FBCB Leadership Development - a total of 12 service areas sampled through 11 questionnaires. The Center provided a total of 1,629 names on 11 lists. These individuals were sent a total of 688 questionnaires, off which 279 (41%) were returned. Three of the PSU populations were sampled at 100%.

Each of the 11 survey areas addressed for the PSU Center is summarized on a single page, followed by the data sheets containing tabulations of all responses and comments for that service area. Since PSU has three distinct populations and administrative units, wherever appropriate the responses have been tabulated and presented separately for each of the groups. The data sheets closely follow the format at the questionnaires, with space created for tabular displays of responses where appropriate.

Responses of the 29 administrators who identified PSU as their regional Center (13 vocational administrators and 16 comprehensive school administrators statewide to cover the Agriculture component) are also contained in this chapter. Their responses to each service area are contained in each area summary, and the tabulations of all of their responses and comments are to be found at the end of the chapter.

Orientation of Intern Teachers

The Center at PSU provided 83 names of intern teachers; 61 were surveyed, and 20 (33%) responded. 23 of the 29 administrators also addressed this area. Of the 20 participants, 16 (80%) answered the indivudal question about the workshop positively, and 90% gave ratings of satisfactory or better to the five rating items. Sixteen were able to identify one or more useful aspects of the workshop, and 11 made suggestions for improvement.

Of the 23 administrators who addressed this area, 20 rated it as satisfactory or better.

These workshops have clearly been well received by both audiences.

CENTER: PENN STATE

Program Area: Orientation of Intern Teachers

N = 20

Participants were asked to answer four questions

I. Respondents were asked to answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
1. Information about the orientation workshop was made available to me sufficiently in advance for me to arrange for attendance.	6	10	1	3	0	1	20
2. The workshop was held at a time appropriate to allowing participants to prepare for their new teaching responsibilities.	6	10	2	2	0	0	20
3. The location was convenient for me.	6	9	2	2	1	0	20
4. The workshop was designed to meet my specific needs.	3	13	2	1	0	1	20
5. It met most of the common needs of the participants.	4	12	2	2	0	0	20
6. It was of appropriate length	6	11	1	1	1	0	20
7. An evaluation of the workshop was conducted at the time of the workshop.	8	9	2	1	0	0	20

II. Respondents were asked to rate the items below by circling one of the five number: 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	DNA	T
1. The Methodology used in the workshop	1	0	6	12	1	0	20
2. Appropriateness of content	2	0	8	7	3	0	20
3. Overall administration of the workshop	1	0	1	12	6	0	20
4. Workshop objectives (clarity, appropriateness, achievement)	1	1	4	11	3	0	20
5. Applicability to participant's job	2	2	4	7	5	0	20

III. The most useful aspect of the workshop was:

1. The session sharing problems and experiences
2. Open dialogue
3. Demonstration
4. Excellent for program planning and introduction to the teaching profession.
5. Learning how to present my lessons properly
6. Knowing how to begin teaching.
7. Hands on activities for the teaching process
8. Hands on experiences
9. Lesson plans.
10. The orientation to the method of study being initiated.
11. Lesson presentation and explanation of ccurse requirements.
12. The practical classroom approach to today's vo-tech student - dos and don'ts.
13. Obtaining at least some insight as Teaching be first time, being able to talk with others who have taught.
14. The sharing of common ideas and feelings among the group.
15. Meeting other beginning teachers and discussing mutual problems.
16. The workshop was not meaningful for me, and perhaps many of the modules weren't either since many of the topics and skills were ones that I had several times each when I was pursuing my B.S.E. degree.

IV. Orientation of Intern Teachers could best be improved by:

1. Stating at beginning what responsibilities are a little better.
2. Simple examples of actual teaching experiences.
3. Association and working with other teachers
4. No change is needed.
5. Less emphasis on videocassette material - more on teaching and prior experience sharing.
6. Limit the talks and give more individual time to special needs.
7. More instructors working in small groups of new teachers.

IV. (Cont'd)

8. Better guidance explanation at the administrative level at individual vo-tec.

9. More of the # III given by experienced instructor's from classrooms of today not twenty years ago!!!

10. Detailing more content to assist the teacher with the first few days.

11. Information on priority setting and establishing limits.

12. The workshops were well structured and helpful and I know of no way to improve upon them.

13. Better informing teachers what to expect at the workshop; also, make workshops closer to teacher's home area. Being away from home for 1 week was a problem for me.

Field Assistance to Beginning Teachers

All 64 of the names provided were surveyed; 21 (33%) reponded. Of the 21, 2 were in Agriculture, 15 in Home Economics, and 4 in T and I. Of the 21 14 have been able to receive assistance with specific problems (11 thought it was timely and appropriate). Only 3 had problems that were not addressed. However, only 8 (of 18 who responded to this question) thought that their job performance or satisfaction had been increased by this field assistance. (This question, of course, may be asking too much of such a program).

Narrative responses and suggestions for improvement are presented by teaching areas for this topic.

Of the 27 administrators who responded to this area, 45 of 54 responses to specific questions (83%) were positive. On the question of the need for this activity, the response was even higher (93%). Of the 27 who rated this activity on a 1-5 scale, 19 (70%) rated it as "satisfactory" (3) or better.

CENTER:PENN STATE

Program Area: Field Assistance to Beginning Teachers

N = 21

Respondents were asked to answer ten questions.

I. How often have you been visited by Center faculty or a Center-appointed staff supervisor? (Listed by Areas)

II. How were visits schedules? (Check one or more as appropriate)

Pre-Set Schedule 8
Instructor Convenience 11
Your Request 0
Other (Specify) Listed by Areas

III. How did you become aware of the availability of Center field assistance? (Listed by Areas)

IV. Were you able to request and receive assistance on a specific problem? Yes 14 No 3 DNA 4.

V. If yes, how would you rate the response? Prompt? Yes 11 No 1 DNA 2 Appropriate? Yes 11 No 1 DNA 2

VI. What kinds of help have you received? (Check)

Classroom problems 4
Certification 4
Curricular Materials 11
Other (Please Specify Listed by Areas

VII. Have you experienced problems that have not been addressed through Center field assistance? Yes 3 No 11 DNA 1. If yes, please describe briefly. Listed by Areas.

VIII. Do you believe that Center assistance has improved your job performance and/or your satisfaction with teaching? Yes 8 No 10 DNA 3.

IX. What has been the best (most positive, most useful) aspect of this assistance? (Listed by Areas)

X. How could the Center improve this program? (Listed by Areas)

CENTER:PENN STATE-AGRICULTURE

Program Area: Field Assistance to Beginning Teachers

N = 2

Respondents were asked to answer ten questions.

I. How often have you been visited by Center faculty or a Center-appointed staff supervisor? Twice 1 - 3 Times 1

II. How were visits scheduled? (Check one or more as appropriate)

Pre-Set Schedule	1
Instructor Convenience	2
Your Request	0
Other (Specify)	0

III. How did you become aware of the availability of Center field assistance? At School 1 - Correspondence 1

IV. Were you able to request and receive assistance on a specific problem? Yes 2 No 0

V. If yes, how would you rate the response? Prompt? Yes 2 No 0 Appropriate? Yes 2 No 0

VI. What kinds of help have you received? (Check)

Classroom problems	0
Certification	1
Curricular Materials	2
Other (Please Specify)	0

VII. Have you experienced problems that have not been addressed through Center field assistance? Yes 0 No 2. If yes, please describe briefly.

VIII. Do you believe that Center assistance has improved your job performance and/or your satisfaction with teaching? Yes 2 No 0.

IX. What has been the best (most positive, most useful) aspect of this assistance? Help correct problems 1.

X. How could the Center improve this program? More visits, more suggestions, more up-to-date teaching materials sent out.

Your Service Area (Subject Taught) Ag 2

CENTER:PENN STATE - HOME ECONOMICS

Program Area: Field Assistance to Beginning Teachers

N = 15

Respondents were asked to answer ten questions.

I. How often have you been visited by Center faculty or a Center-appointed staff supervisor? Never 1 - Twice 1 - Once 13

II. How were visits scheduled? (Check one or more as appropriate)

Pre-Set Schedule 5
Instructor Convenience 8
Your Request 0
Other Specify) During an outreach class in the area 2 - Appt. 2 - Surprise 2

III. How did you become aware of the availability of Center field assistance?

Course Instructor	1
Did Not	1
Workshop	1
Phone call from PSU	5
Left Card	1

IV. Were you able to request and receive assistance on a specific problem? Yes 9 No 3 DNA 3.

V. If yes, how would you rate the response? Prompt? Yes 5 No 1 DNA 2
Appropriate? Yes 7 No 1 DNA 1

VI. What kinds of help have you received? (Check)

Classroom problems 2
Certification 0
Curricular Materials 8
Other (Please Specify)

Materials Bibliography	1
General Info	2
Workshops	1
Newsletters	1

VII. Have you experienced problems that have not been addressed through Center field assistance? Yes 2 No 7 DNA 6. If yes, please describe briefly.

Grantsmanship Assistance 1

VIII. Do you believe that Center assistance has improved your job performance and/or your satisfaction with teaching? Yes 3 No 10 DNA 2.

IX. What has been the best (most positive, most useful) aspect of this assistance?

1. Mailing list for information which is current.
2. None.
3. Finding out who to contact if we need specific information.
4. Offering Home Econ. related courses near this area.
5. Meeting with other regional home econ. teachers and sharing ideas (membership in AHEA not necessary to attend).
6. Knowing that it is available. I haven't used this service enough to answer completely.
7. I found out about sources of information which will be helpful in the future.
8. The woman visited me once, asked what problems I had and left. I have not heard anything since I'm not sure what the center is supposed to do for me.
9. Able to receive current curriculum materials.
10. Just knowing they are there and all supportive.
11. I felt that someone was interested in my problems of concerns, but I wasn't sure what kind of help was available.

X. How could the Center improve this program?

1. Explain the program more thoroughly.
2. By contacting us!
3. Better communication of services available.
4. See new teachers earlier in the school year.
5. I really have only a vague idea of the center, its purpose and objectives. Perhaps you could become more available and useful to me if I understood what you are offering!
6. A yearly meeting with area home economics teachers, plan weekend courses instead of weekday - too far in distance to commute.
7. More contact with teacher, one visit is hardly sufficient.

8. Frequent contacts.

9. More contact with us.

10. Newsletter of home economics ideas.

11. Send out individualized letters to new home economics teachers in the area.

12. Possible newsletter, address where questions could be addressed.

CENTER: PENN STATE T + I

Program Area: Field Assistance to Beginning Teachers

N = 4

Respondents were asked to answer ten questions

I. How often have you been visited by Center faculty or a Center-appointed staff supervisor? once a week 1, 3 times 2 DNA 1

II. How were visits scheduled? (Check one or more as appropriate)

Pre-Set Schedule	2
Instructor Convenience	1
Your Request	0
Other (Specify)	0

III. How did you become aware of the availability of Center field assistance? While undergrad 1 Staff Supervisor 1

IV. Were you able to request and receive assistance on a specific problem? Yes 3 No 0 DNA 1

V. If yes, how would you rate the response? Prompt? Yes 3 No 0 Appropriate? Yes 2 No 0 DNA 1

VI. What kinds of help have you received? (Check)

Classroom problems	2
Certification	3
Curricular Materials	1
Other (Please Specify)	Deciding on courses 1

VII. Have you experienced problems that have not been addressed through Center field assistance? Yes 0 No 3. If yes, please describe briefly. DNA 4

VIII. Do you believe that Center assistance has improved your job performance and/or your satisfaction with teaching? Yes 3 No 0 DNA 1.

IX. What has been the best (most positive, most useful) aspect of this assistance?

1. Knowing that other teachers have the same problems and can overcome them
2. Having someone outside of the school to ask for assistance or information.
3. The vital program has answered a thousand questions for me, that any other new instructor would have.

X. How could the Center improve this program?

1. Give lists of people we could contact along with their special areas.
2. Possible - more at school visits (informal)
3. Check on master teachers within the schools. Someone who has gone through the program should be appointed.

Client Feedback (Advisory Council)

Of the 50 names of members provided, 36 were sampled (only the "field" people who could be considered "clients" of the Center). Of the 36, 23 (64%) responded. Responses to question about operations of the committee elicited a positive response rate of over 80%. Only about half, however, indicated that they had been called upon to identify and recruit in the hard-to-fill areas, and only 20% thought that they had completed written evaluations. Two of the respondents apparently were not on the committee or were inactive since they answered almost no questions. Ratings on a scale (79% at satisfactory or better) were consistent with the answers to individual questions.

CENTER: PENN STATE

Program Area: Personnel Development Advisory Committee

N = 23

Participants were asked four questions.

I. As a member of the Advisory Committee, were you.... (circle one)
(N.A. means not appropriate or not applicable)
(DNA means did not answer)

	Yes	No	N.A.	DNA	T
1. Called upon to help identify and/or recruit potential vocational/technical teachers from business and industry?	10	9	2	2	23
2. Called upon to identify hard-to-fill teaching positions?	7	10	4	2	23
3. Called upon to complete a written evaluation of committee effectiveness?	4	16	1	2	23
4. Aware of program changes that resulted from advisory committee recommendations?	17	4	0	2	23
5. Given a directory of committee members?	18	3	0	2	23
6. Given guidelines for operation of the committee?	19	1	1	2	23
7. Furnished with a meeting agenda?	21	0	0	2	23
8. Furnished with meeting minutes?	18	3	0	2	23
9. Involved in unofficial communications with the center, in your role as a committee member, other than at official meetings?	15	6	0	2	23
10. Allowed to express your opinion of meeting agendas?	20	1	0	2	23
11. Allowed to make changes or additions to agendas?	21	0	0	2	23

II. Please rate the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	DNA	T
1. Frequency of advisory committee meetings.	0	5	5	7	4	2	23
2. Frequency of subcommittee meetings.	4	2	2	5	0	10	23
3. Timely distribution of meeting agendas.	1	0	4	3	13	2	23
4. Timely distribution of meeting minutes.	2	1	2	6	10	2	23
5. Information provided committee members about ongoing programs within the Center.	0	0	4	4	13	2	23

III. Please answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
1. The Advisory Committee is structured and operated in a manner which allows individual members to have influence on the outcomes of committee work.	10	6	0	3	2	2	23
2. The Advisory Committee has influence on the work of the Center.	8	8	4	1	0	2	23

IV. The use of the Advisory Committee could be improved by:

1. Good job is being done. We had one long stretch without a meeting.
2. More interested people to take an active part.
3. Making more individuals aware of the existence and operation of the Advisory Committee.
4. Having at least one meeting per year (we had no meetings in year 1979)
5. Attendance of someone from PDE having knowledge of center concept.
6. Experience. The committee is too new to have reached its potential. The second year should improve its effectiveness.
7. Subcommittee organization and assignments
8. Becoming more prescriptive of center needs rather than receptive of planned programs and outcomes. Meet more often.
9. Time

10. Subcommittees should be appointed and used to the advantage of the Center.
11. More clearly defining its function and role.
12. Meeting more frequently

Recruitment

There were three categories of personnel surveyed as to recruitment: advisory council members, students, and administrators. As noted previously, about half of the advisory council members felt involved in recruiting.

Of the 27 administrators who addressed this area, 25 gave positive responses to the individual questions, and 18 of the 23 who rated it did so at the "satisfactory" level or better.

The participant responses yielded little data. None of the 7 respondents was recruited directly through the Center, and only 3 felt able to rate the service. (All rated it highly). Their comments reflect a desire for more knowledge of the Center's recruitment efforts.

CENTER: PENN STATE

Program Area: Recruitment of Prospective Vocational Teachers

N = 7

Respondents were asked two questions.

I. How did you hear about the program in which you are now enrolled? (Check one)

Recruited by faculty at the University	0
Recruited through the local School System	5
Through the Media	0
Other (Please Specify	3

- Area VTS
- Previous Vo-Tech Instructor
- Friend

It you have direct knowledge of the Center's recruitment system, please answer question II. If not, omit question II and move to the comments section below.

II. (a) Please provide an overall rating of the Center's recruitment system, as you understand it, by circling one of the five numbers: 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

1	2	3	4	5	D.N.A.	T
0	0	0	2	1	4	7

(b) Of the things done to recruit teachers for hard-to-fill positions, which do you think are most successful?

1. Cannot say! I was unaware that there was any such program. It is not a well publicized program.
2. Taking a slide show to Vo-Tech schools.

(c) What can be done to make this kind of recruiting more successful?

1. Familiarize high school student and their guidance counselors about these programs.
2. Providing more travel money.

Additional Comments:

1. If starting instructors salaries were comparable to the starting industry salaries there would not be this deficiency.

Advisement

The Center provided 138 names; all were surveyed, and 39 (28%) responded. They found out about the service in a wide variety of ways, listed later in this section. Of the 34 who answered the question, 25 said that they received advisement materials (24 of these early enough to use). Of the 38, 26 rated the advisement materials on a 1-5 scale. 90% of the ratings were satisfactory (3) or better. There were 18 who could identify a useful aspect of the service, and 17 made suggestions for improvement.

Of the 23 administrators who responded to the opportunity to rate the service, 19 (83%) rated it as satisfactory or better.

CENTER: PENN STATE

Program Area: Student Advisement

N = 38

Participants were asked to answer six questions.

I. How did you find out about the advisement services available from the Center?

The College I work at	1
Inquiry to PSU	1
Did not know about it	6
PSU Staff	6
Direct Mail	5
Local School	7
Did not answer	9
Local PSU Contact	2
Parent	1

II. Did you receive advisement materials (a handbook, for example) from the Center? Yes 25 No 9 DNA 4.

III. If yes, did you receive it early enough to make effective use of it? Yes 24 No 1.

IV. Respondent who received advisement materials rated the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	D.N.A.	T
1. Did the materials address the right questions?	0	5	6	8	7	12	38
2. Was the information accurate?	1	0	6	12	7	12	38
3. Is the material complete (without major omissions) for your purposes?	1	0	7	10	6	14	38
4. Were faculty advisors generally available to assist you?	4	3	5	7	7	12	38
5. Do you feel that program requirements were adequately explained to you?	2	1	6	8	9	12	38
6. Were the advisement services specific to your needs?	1	3	6	8	8	12	38
7. How satisfactory has the overall Center advisement service been to you?	1	0	8	8	9	12	38

V. What has been the most useful service or information received through the advisement activity of the Center?

1. Information about courses.
2. None noted.
3. Specific teaching skills and information and guidance as to requirements for certificates.
4. Helpful in lesson work.
5. Many of the skills I learned could be practiced right in my class. I wasn't improvising by presenting material to a class of peers -- it all related to my day to day instruction.
6. Professional advice as to courses vital and required for teaching certificate.
7. Courses needed to obtain a bachelors degree.
8. An enthusiastic evaluator.
9. Resource person.
10. Dr. Wayne Detweiler was MOST HELPFUL! SUPER TEACHER!!
11. The modules were well written with very good examples. Items the average instructor may overlook.
12. Personal contact with the resource person.
13. Encouragement, at all time from my school and Penn State.
14. Their overall experience in scheduling.
15. Techniques and audio visual equipment used to enhance or broaden my teaching profession.
16. What type of course and when they are available.
17. Resources on job information in the library.
18. None received.
19. Course selection.
20. Reference material.

VI. What could be done to improve the advisement services of the Center?

1. Tell somebody what it is all about!
2. More clarification on work to be done.

3. I found that some of the modules were not especially helpful as geared for the health areas. More emphasis on specialty areas.

4. Earlier contact, contact more often.

5. Modules with more information and less sample situations. It is difficult to recognize errors in a classroom situation that you are unfamiliar with.

6. Explain different options that can be used.

7. Start every new teacher from the very beginning of the learning materials...not in the middle of the study program.

8. Follow through to an individual goal.

9. More direction as to individual instructor goals.

10. As of now, in my opinion nothing, in the future, just keep updated.

11. Other students in same trade area could be called upon to sit down and explain experiences, shortcomings, etc.

12. Outside resource material. Visitation of other schools in same subject course. Exchange ideas.

13. It seemed as if the counselors I spoke with didn't care - more individuality is necessary for effective advising.

14. By contacting us!

15. Send info to the people involved in it.

16. More contact with all faculty members.

17. More in-service meeting.

Placement

As is the case in all of the centers, the administrators provided most of the information on PSU's placement activity. Of the 27 who addressed this area, 25 agreed that the Center conducts such a service, and 24 of these said that they had been provided assistance in filling positions. Of the 27, 19 (70%) rated the service as satisfactory or better.

Of the 21 students surveyed, 5 (24%) responded. Only 2 stated that the Center provided placement services, although 4 indicated that the University had been helpful, and 3 identified services they had received. Four of them rated the placement service along 3 dimensions; 8 of 11 total responses were "satisfactory" or better.

CENTER: PENN STATE

Program Area: Assistance to Vocational Education Students in Finding Professional Positions (Placement)

N = 5

Respondents were asked five questions.

I. How did you find your present job?

1. Through department placement service lists of openings and interview opportunities.
2. Through a job listing in the Ag. Ed. Dept.
3. By myself.
4. At present I am not working in the field in which I trained.

If you used the placement services of your Center, needed help from the Center in being placed, or have direct knowledge of the Center's placement activity, please answer questions II through V. Otherwise, omit II-V and make any comments you wish to at the end of the questionnaire.

II. How helpful was the Center placement service?

1. Very helpful.
2. Very helpful.
3. Used only once.
4. They did send out placement papers upon request.

III. What kind of assistance, if any, did you receive from the Center placement activity?

1. Job lists (openings) names to contact personal references.
2. Set up the interview, sent out my placement credentials.
3. They sent out a copy of my credentials.

IV. Does your Center (or program area within the Center) provide placement services (that you know of) beyond those provided by the University for all students? Yes 2 No 0 DNA 3. If yes, can you give any examples?

1. Separate interview opportunities in the Ag. Ed. field.

V. Please rate the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	D.N.A.	T
1. The Center Placement Activity.	0	0	2	2	0	1	5
2. The statewide system for matching jobs and applicants.	1	0	0	2	0	2	5
3. The services you actually received toward placement in your job.	2	0	0	1	1	1	5

Comments:

1. The first five placement credentials were free, but everyone after that cost $2 - In my field as Ag. Ed. there was a lot of schools that I had to send to and it added up - possibly a cheaper fee.

2. I have not used the Placement Center because I plan to join the Peace Corps and have my application with them.

Outreach Courses

Of the 622 names provided by PSU, 124 were surveyed and 71 (57%) responded. Of these, 43 had courses only from full-time instructors, 19 only from part-time instructors, and 6 had both. Participants rated four aspects of the courses on a scale; 89% of the responses were "satisfactory" or better. A total of 63 of the 69 who answered the question said that they had an opportunity to evaluate the course(s). Detailed questions about the courses elicited an 87% positive response rate.

Of the 24 administrators who rated this activity, 20 (83%) rated the courses as "satisfactory" or better, from their perspective.

CENTER: PENN STATE

Program Area: Outreach Courses (Courses conducted off the main campus for full-time vocational educators)

N = 71

Respondents were asked four questions.

I. Was the course(s) you took taught by a full-time instructor from the Center 43 or a part-time instructor 19? Both 6 DNA 3.

II. For the course attended, please rate the items below by circling one of the five numbers: 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent.

	1	2	3	4	5	DNA	T
1. Course location (convenience)	4	11	12	11	32	1	71
2. Timing of the course	0	4	14	26	25	2	71
3. Length of the course	0	5	9	28	27	2	71
4. Professional communications and arrangements	1	3	9	20	36	2	71

III. Had they an opportunity to evaluate the course(s)? Yes 63 No 6 DNA 2.

IV. For the course(s) attended, answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
1. The course content was consistent with the title and description.	31	32	1	5	0	2	71
2. The content was relevant to my professional needs.	29	32	2	6	0	2	71
3. The content was relevant to my job.	24	34	6	4	1	2	71
4. The objectives of the course were clearly stated.	31	27	7	4	0	2	71

	SA	A	U	D	SD	DNA	T
5. I was informed as to what was expected of me in the course.	35	30	1	3	0	2	71
6. The materials and methodology were consistent with the course objectives.	24	37	3	5	0	2	71
7. The materials and media were appropriate to my needs and abilities.	26	32	6	5	0	2	71
8. I have been evaluated fairly.	28	30	7	4	0	2	71
9. The instruction was of high professional quality.	32	29	3	5	0	2	71

Pedagogical and Occupational Skills Workshops

The Center provided 266 names in this service area; 70 were surveyed and 38 (54%) responded. Of the 37 who rated the workshops on a 1-5 scale (4 categories), 92% of the responses were satisfactory or better. To seven specific questions about the workshops, respondents gave positive answers 89% of the time; 33 of 34 who answered the questions felt that they had a chance to evaluate the workshops.

Of the 27 administrators who responded to this service area, just over half agreed that the Center usus inputs and plans workshops based on field priorities. About the same number (59%) thought the workshops have had a positive influence on classroom instruction. However, 22 of 26 (85%) of those who rated this area on a scale rated it as "satisfactory" or better.

CENTER: PENN STATE

Program area: Pedagogical or Occupational Skills Workshops

N = 38

Participants were asked five questions.

I. For the workshop(s) you attended,

Please rate the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	DNA	T
1. Workshop location (convenience)	2	3	5	15	12	1	38
2. Timing of the workshop	0	1	4	17	14	2	38
3. Length of the workshop	1	3	0	19	14	1	38
4. Professional arrangements and communications	0	1	4	18	14	1	38

II. What skills were emphasized?

1. Auto sheeting
2. Farm management analysis education
3. Vocational agriculture - skills
4. Vocational agriculture teacher in-service ed
5. Working independently
6. Independent studies
7. Electronics servicing and new instrumentation
8. Individualized instruction activities in clothing and foods, emphasis on small appliances and attachments on machines, such as buttonholer, hemmer, ruffler, etc.
9. None to speak of
10. Problems in mainstreaming of students/handicapped students in the classroom
11. Writing curriculum
12. Automotive electronic update
13. Mechanical

14. Mechanics
15. Practical lessons to each your classes
16. Electronics updating, use of equipment
17. Varied and current electronic skills
18. Chain saw maintenance - cooperative education
19. Working with handicapped, individualized learning programs, patenting
20. Landscaping, turf, Orn. Hort., greenhouse
21. Information and use of federal programs, building program materials for classroom.
22. Practical - communication - visualaids
23. Test equipment
24. Developing programs to meet educational needs of community, using community resources, hands-on experience.
25. Various
26. Planning and organization
27. S.O.E. supervised occupational experience
28. The workshops were divided into areas of special interest and need - parenting - nutrition, curriculum aids - related occupation relationships with administrators, etc.
29. Farm shop - livestock judging
30. Greenhouse production
31. Developing curriculum for special needs learners

III. What skills should have received more emphasis?

1. Coordination and follow up
2. State and federal funding and legislation concerning vocational agriculture
3. Those that can be taught to high school students which are directly related to occupations.
4. I originally signed up for visual aids. This was cancelled and selected independent studies as a second choice.
5. Maintaining student interest
6. Evaluation of projects
7. Micro-electronics, which was the name of the workshop

8. More techniques for handling student programs and problems
9. Detailed analysis
10. Actual usage
11. Industrial electronics
12. Growth habits of landscape plants, turf, disease and insect
13. Any help in the area of human services
14. More depth to meet individual needs
15. Background theory
16. Making education relevant to students home or occupational situation
17. I believe everyone had the opportunity to suggest and participate according to their needs. If a subject or skill did not receive attention, it was because it had not been suggested or was an individual problem.
18. Class preparation
19. More on floral design

IV. Did you have an opportunity to evaluate the workshop? Yes 33 No 1 DNA 4

V. Please answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
1. The content of the workshop was consistent with the workshop title and description.	18	18	0	0	1	1	38
2. The content was relevant to my professional needs.	17	15	2	3	0	1	38
3. The content was relevant to my present job.	15	17	3	1	0	2	38
4. The objectives of the workshop were clearly stated.	16	14	5	1	0	2	38
5. The materials and methodology used in the workshop were consistent with the stated objectives.	14	19	2	2	0	1	38
6. The materials and methodology were appropriate to my needs and abilities.	13	19	3	2	0	1	38

	SA	A	U	D	SD	DNA	T
7. The instruction was of high professional quality.	21	12	3	1	0	1	38

FBCB Teacher Education

Of the 247 names provided, 98 were surveyed and 31 responded (apparently 21 in-service and 10 pre-service). Pre-service students were not asked to answer the field-oriented questions. The overall positive response rate to five questions about the competency-base of the program was 87%. Two questions concerning rate of progress and evaluation of competencies received 80% positive responses. There were 23 students who could identify a "best" thing about the program, and 18 made suggestions for improvement. Of the 21 in-service students, 20 indicated that they have a field resource person assigned to them.

Administrators were not asked to address this service area at PSU, as it was not listed for the service at the time of the sampling design.

CENTER: PENN STATE

Program Area: Field-Based Competency-Based Teacher Education

N = 31

Participants were asked five questions

I. How long have you been involved in this program? various

II. There is a field resource person assigned to assist me. Yes 20 No 3*DNA 8 *

III. Please answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
1. This instructional system is focused on competencies (teaching skills) related to my position.	14	14	1	2	0	0	31
2. The competencies (teaching skills) have been made known to me in advance.	12	15	1	3	0	0	31
3. The criteria by which I will be judged for each competency (teaching skill) have been made known to me.	20	8	0	3	0	0	31
4. Performance in my professional role is the primary evidence used in judging my competencies (teaching skills).	14	5	2	0	0	10*	31
5. My rate of progress through the program is competency-based, rather than time- or course-based.	15	9	3	4	0	0	31
6. Evaluation of competencies (teaching skills) is continuous, rather than just at the end of a grading period.	18	8	1	4	0	0	31
7. Advisement activities were conducted to meet participants professional needs.	10	6	2	3	0	10*	31

IV. The best thing about the Field-Based, Competency-Based Teacher Education Program is:

1. It takes place in the area of interest, other factors are kept to a minimum.

2. Individual meetings with the evaluator, which gives more opportunity for personal feedback. Being evaluated in natural atmosphere of classroom.

3. I was able to work at my own speed and time and use much of my own language

4. The instructors take a real interest in your progress and help one reach those competencies.

5. I have time to perpare for my lesson modules and can contact my resource person anytime I wish.

6. On the job evaluation.

7. Know what you can and cannot do before you go out and teach. Gives you the opportunity to learn what you don't know.

8. The students learn on their levels and thus progress towards their goals.

9. The modules were assigned and could be done at my own pace then evaluated with my resource person.

10. One can work at his/her own pace - evaluated also by classroom technique - not just written exams.

11. You don't have to take your evening study time.

12. That it provides proper training in class and that the teachers themselves are using the technique we are taught - thus they reinforce and teach by example also.

13. 1. The modules are self explanatory and contents are of definite value to the instructor. 2. The resource person was an exceptional person. 3. One worked at his or her own pace. 4. NO travelling involved, 5. One's own classroom setting and students were used, and 6. evaluations, in general, were completed immediately.
    I enjoyed the courses.

14. That you are self confident and secure when you enter the classroom.

15. That it was conducted within my classroom and applied to my course or curriculum.

16. It allows you to participate in your field.

17. Its done in your classroom.

IV. (Cont'd)

18. The opportunity to work independently at own rate. The fact that all lessons completed were directly applied to own field.

19. It allowed me to move at the speed I wished and also allowed me to perform under surroundings that I am used to.

20. The interrelationship of the cooperating teacher, student teacher and college supervisor.

21. May work at your own speed.

22. That I do not have to sit in a classroom at a university center.

23. Individual goal was achieved by a new concept of teaching of the unknown to the known.

V. This program could be improved by:

1. Have more assistance, or guidance, offered

2. Improved modules.

3. Less load on resource person allowing more time to consult with each of his students.

4. Better advising undergraduates as to the courses available to them within the University-A big buddy advising system.

5. More cooperation by administrators and supervisors toward improving overall program taught.

6. The rate of progress should be more competency based them it is.

7. Teaching the basics first - such as classroom safety, first aid, discipline etc. NOT the advanced areas such as "How to Prepare a (UNIT OF LESSONS) etc.

8. More direction in what courses are needed to achieve final goals.

9. Letting the students know what you are thinking about; before I received this letter I did not know I was involved in it.

10. Observer being more up to date with home school, as questions on electives etc.

11. The establishing of additional courses as field-based competency based teacher education in the vocational area of education.

12. Including more disciplinary skills and subject skills in each area including shop mechanics.

13. Having more visitations by resource person.

14. More discussion periods with resource person
15. Having some of the optional resource readings available from the resource person.
16. If it wasn't for my trade advisory committee, I think I would be in deep trouble!!
17. More frequent visitation by the field resource person.
18. More detail in explanation of the final analysis.

FBCB VSO

The Center provided 20 names in this service area; all were surveyed and 8 (40%) responded. Of these, five indicated that they have a field resource person. (All 8 apparently are in-service participants.) These same five are consistently positive in their responses to questions and in identifiying "best" things about the program. The other 3 are consistently negative, and have made suggestions for improvement. There is a clear dichotomy among the answers, directly correlated to whether they have a field resource person.

Of the 22 administrators who felt knowledgeable enough to rate this program, 17 (77%) rated it as "satisfactory" or better.

CENTER: PENN STATE

Program Area: Field-Based, Competency-Based Preparation of Advisors of Vocational Student Organizations

---

N = 8

Participants were asked four questions.

I. There is a field resource person assigned to assist me. Yes 5 No 2 DNA 1

II. Please answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly

	SA	A	U	D	SD	T
1. This instructional system is focused on competencies related to my position.	4	3	0	1	0	8
2. The competencies have been made known to me in advance.	1	5	0	1	1	8
3. The criteria by which I will be judged for each competency have been made known to me.	3	2	0	3	0	8
4. Performance in my professional role is the primary evidence used in judging my competencies.	4	2	1	1	0	8
5. My rate of progress through the program is competency-based, rather than time-or course-based.	1	2	2	3	0	8
6. Evaluation of competencies in continuous, rather than only at the end of a grading period.	2	1	2	3	0	8
7. Advisement activities were conducted to meet participants professional needs.	1	2	1	3	1	8
8. (for in-service participants only) This program has assisted in the initiation or reactivation of a vocational student organization or chapter.	2	2	0	1	3	8

III. The best thing about Field-based, competency-Based Preparation of Advisors of Vocational Student Organization is:

1. More convenient
2. It is one of the few Voc. courses that is up-to-date and can be directly applied in the classroom.
3. Penn State counselors don't care enough about helping their students especially if the student is black.
4. The best thing about Field-based, competency-Based Preparation of Advisors of Vocational Student Organization is: Having the hands on experience and the introduction of the roles necessary to become a competent advisor.
5. You need to know your trade area before you are able to teach.
6. That we could be on the job and still have instructions.

IV. This program could be improved by:

1. Having the advisors or counselors help the student get the proper training before his or her fourth year to take the occupation test.
2. In my senior year at Penn State the counselors at Penn State kept telling me that I did not have enough experience to pass the occupation test and did not try to give me assurance to complete the course.
3. Providing more outside experiences, perhaps as a practicum, to train leaders (advisors) to be competent in their areas.
4. Having classes that pertain mainly to my vocation.
5. The program needs no improvement, but it should be made a required Vocational Education course.

Occupational Competency Assessment

The Center provided 59 names, of which 36 were surveyed and 17 (47%) responded. Two questions about arrangements, administration and communication elicited a 90% positive response. All 6 participants who had problems were satisfied with the handling of the problems. Only about half, however (9 of 17 in each case), felt that the assessment would encourage workers to become teachers, or that everything possible was being done to keep fees reasonable. Of the 17, 12 could identify a satisfying aspect of the assessment; 11 made suggestions for improvement. The 9 additional comments are mixed.

Of the 24 administrators who rated this item, 20 (83%) rated it as "satisfactory" or better.

CENTER: PENN STATE

Program Area: Occupational Competency Assessment

N = 17

Respondents were asked to answer three questions.

I. Please respond to the statements below by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
1. The exam was arranged and administered in a friendly, fair, and professional manner.	12	3	0	0	0	3	17
2. Any problems that I encountered were handled in a reasonable and prudent manner. (If you had no problems, circle "U").	3	3	8	0	0	3	17
3. Communications regarding the exam were handled in a professional and timely way.	8	4	0	3	0	2	17
4. The way this occupations completency assessment is conducted should encourage workers from business and industry to become vocational teachers.	5	4	2	2	2	2	17
5. The State and the Centers are doing everything possible to keep the fee for the exam at a reasonable level.	2	7	5	1	1	1	17

II. With what aspect of the examination program were you the most satisfied?

1. With the professional manner of Mr. Steven Fox, my practical examiner, It would be difficult to find anyone as proficient.
2. The administration of the program is very professional.

3. Blending it with work.

4. The performance portion of the test gave me the most satisfaction.

5. The written exam was most thorough.

6. Both the written and the practical exams were given at a convenient time for the working person, exam administrators were courteous and helpful. Both exams were well prepared; therefore, I am unable to select one above the other.

7. Practical evaluation.

8. The practical part of the exam was more relevant than the written part.

9. The written exam, although it could be a little more challenging.

10. Nothing in particular.

11. Courtesy and individual interest.

12. Most all.

III. What could be done, in your opinion, to improve the administration of the occupational competency assessment?

1. - Get results back faster

   - Make test more relative to current trends

2. Have each one from a vocation on the committee.

3. In regards to the area of assessment which I took - automobile mechanics - I feel there should be an updating of the test regarding the advancements in automobile.

4. There could be a lot fewer complex theory problems.

5. Make sure the people checking the requirements are familiar with laws regarding beauty culture. I have a teachers license and had a difficult time making people aware that I was qualified even though my operators license had expired. A teachers license covers all areas.

6. Possibly have more test locations because of travel expences.

7. Time limits in the mechanical part should be of more realistic nature. It seems they look for speed, not accuracy or professionalism.

8. Everything was handled in a business manner.

9. Have local contact people.

10. Communications of what is to be expected prior to practicum aspect of exam. Flagrant lack of communication or awareness presented.

11. Terminology varies from area to area;possibly different tests for different areas.

Additional Comment:

1. Need more people like Dr. Fredrick Welch.

2. I feel the test does not tap on the true experiences needed to teach in the vocational school.

3. The practical part could have been more in depth.

4. I felt that most of the written exam was far too complex for any competent electrician, what you want is an engineer.

5. It was not necessary for me to take the exam since I am licensed by the state. I feel the fee was high considereing I didn't have to take an exam.

6. I was very pleased with the encouragement, guidance, and help given me by Mr. Harry Kraft, who seems to be ambitious and enthusiastic about his work.

7. The vocational program that I was hired to teach covers much more than what is covered in the exam. We are to teach small engines as well as transmission, drive systems, mowers, and recreational vehicle instruction and motor cycles, as well as sales, parts and how to work with people.

8. I would like to see each applicant notified of grade.

9. Thought the electrical problems in the written section too deep.

Vocational Administrator Survey

All responses of the 29 vocational and comprehensive school administrators who identified Penn State as their Center as contained on the following pages. The 13 vocational administrators were part of the original survey; in response to a request from Penn State, an additional survey of 35 comprehensive school administrators which have agriculture departments was added, and the survey instrument slightly amended for their use. There were 16 respondents to this survey. The 29 have been combined for summarization purposes; each of the two groups is presented separately, however, at the end of this section.

Responses of all administrators in the 11 areas have been summarized on preceding pages; in addition, they have commented on needs assessment and tuition differential supplement, and 11 of them have made general comments about the Center.

CENTER: THE PENNSYLVANIA STATE UNIVERSITY

PERCEPTIONS OF VOCATIONAL ADMINISTRATORS TOWARD THE SERVICES OF THE VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS.

N = 29

Respondents reacted to statements about six (6) of the services provided by the Centers circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
Field Assistance to Beginning Teachers							
1. Information about this service is generally available to me.	10	13	1	2	1	2	29
2. This service has positive impact on the capabilities of the beginning teachers.	8	14	2	2	1	2	29
3. There is a real need for this activity.	14	11	0	1	1	2	29
Needs Assessment							
1. The institution checked above conducts a thorough needs assessment at appropriate intervals.	2	13	9	1	2	2	29
2. I have been contacted within the past two years as part of a needs assessment by the Center.	6	10	7	2	2	2	29
Recruitment							
The Center conducts a quality recruitment program, with special emphasis on:							
1. Recruitment of minorities	3	10	12	0	2	2	29
2. Recruitment of pre-service students seeking vocational instruction certificates.	5	10	10	0	2	2	29
3. Recruitment of in-service students for hard-to-fill teaching positions.	4	9	11	1	2	2	29

	SA	A	U	D	SD	DNA	T
4. Sex-fair recruitment practices	4	12	9	0	2	2	29
Placement							
1. The Center conducts placement service to assist vocational students in finding professional positions.	8	13	4	0	2	2	29
2. The Center has provided me with needed assistance in filling positions.	10	10	4	1	2	2	29
Pedagogical and Occupational Skills Workshops							
1. The Center solicits and uses input from the field (such as myself) in planning these workshops.	2	15	6	1	3	2	29
2. These workshops are planned on the basis of priority needs identified from the field.	3	12	9	2	1	2	29
3. These workshops have had a positive influence on the quality of classroom instruction in my area.	5	11	8	2	1	2	29
Tuition Differential Supplement							
1. The reduced tuition which results from this supplement helps to attract workers from business and industry into the teaching profession.	5	6	12	2	2	2	29
2. It is necessary that this supplement be continued.	10	6	8	1	2	2	29

They rated the six services by circling one of the five numbers: 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent.

	1	2	3	4	5	DNA	T
1. Field Assistance to Beginning Teachers	2	6	1	9	9	2	29
2. Needs Assessment	2	7	3	12	1	4	29
3. Recruitment	3	3	8	8	2	5	29

	1	2	3	4	5	DNA	T
4. Placement	3	5	3	7	9	2	29
5. Pedogogical and Occupational Skills Workshops	2	2	8	11	3	3	29
6. Tuition Differential	4	3	8	4	3	7	29

They rated the additional services listed below by circling one of the five numbers: again, 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent.

o Orientation of intern teachers (Pitt, Penn State only)	1	2	5	7	8	6	29
o Student Advisement System	2	2	6	8	5	6	29
o Outreach courses (Pitt, Penn State, Temple only)	2	2	5	9	6	5	29
o Competency-Based Vocational Student Organization Advisor Preparation (Pitt, Penn State only)	2	3	6	10	1	7	29
o Occupational Competency Assessment.	2	2	3	12	5	5	29

Comments are listed on the breakdown sheets.

CENTER: PENN STATE

(VOCATIONAL EDUCATION DIRECTORS: HE AND T.I.)

QUESTIONNARIE TO DETERMINE THE PERCEPTIONS OF VOCATIONAL ADMINISTRATORS TOWARD THE SERVICES OF THE VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS.

N = 13

Respondents reacted to statements about six (6) of the services provided by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
Field Assistance to Beginning Teachers							
1. Information about this service is generally available to me.	4	5	1	2	0	1	13
2. This service has positive impact on the capabilities of the beginning teachers.	4	6	1	1	0	1	13
3. There is a real need for this activity.	7	5	0	0	0	1	13
Needs Assessment							
1. The institution checked above conducts a thorough needs assessment at appropriate intervals.	1	6	3	1	1	1	13
2. I have been contacted within the past two years as part of a needs assessment by the Center.	3	5	2	2	0	1	13

	SA	A	U	D	SD	DNA	T
3. Recruitment of in-service students for hard-to-fill teaching positions	2	1	7	1	1	1	13
4. Sex-fair recruitment practices	2	3	6	0	1	1	13

Placement

	SA	A	U	D	SD	DNA	T
1. The Center conducts placement service to assist vocational students in finding professional positions.	1	7	3	0	1	1	13
2. The Center has provided me with needed assistance in filling positions.	3	4	3	1	1	1	13

Pedagogical and Occupational Skills Workshops

	SA	A	U	D	SD	DNA	T
1. The Center solicits and uses input from the field (such as myself) in planning these workshops.	2	5	3	1	1	1	13
2. These workshops are planned on the basis of priority needs identified from the field.	2	3	5	2	0	1	13
3. These workshops have had a positive influence on the quality of classroom instruction in my area.	2	4	5	1	0	1	13

Tuition Differential Supplement

	SA	A	U	D	SD	DNA	T
1. The reduced tuition which results from this supplement helps to attract workers from business and industry into the teaching professions.	4	2	3	2	1	1	13
2. It is necessary that this supplement be continued.	7	3	0	1	1	1	13

They rated the six services by circling one of the five numbers: 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent.

	1	2	3	4	5	DNA	T
1. Field Assistance to Beginning Teachers	0	3	1	4	4	1	13
2. Needs Assessment	1	3	2	5	1	1	13

	1	2	3	4	5	DNA	T
3. Recruitment	1	1	7	1	1	2	13
4. Placement	1	3	2	5	1	1	13
5. Pedogogical and Occupational Skills Workshops	1	0	6	3	2	1	13
6. Tuition Differential	2	1	3	3	2	2	13

Those with direct knowledge of the other services were asked to rate the additional services listed below by circling one of the five numbers: again, 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent.

	1	2	3	4	5	DNA	T
o Orientation of intern teachers (Pitt, Penn State only)	0	2	3	2	4	2	13
o Student Advisement System	1	1	4	3	1	3	13
o Outreach courses (Pitt, Penn State, Temple only)	1	0	3	4	3	2	13
o Competency-Based Vocational Student Organization Advisor Preparation (Pitt, Penn State only)	1	2	2	4	1	3	13
o Occupational Competency Assessment	1	0	2	3	4	3	13

Comments:

1. I am a new vocational director and new to vocational education. My instructors at Penn State have been a tremendous help to me. However, I am unaware of the Vocational Education Personnel Development Center at Penn State University.

2. Organization of services has improved over past several years.

3. Need more recruitment of teachers in the ag. and T & I trades. A severe shortage of teachers.

4. I feel Penn State is doing a good job. Help is needed to recruit persons to enter vocational education teaching. A greater emphasis on minority and non-traditional person recruitment.

5. A vocational education program should be organized so that each person should over the duration of acquiring a vocational II certificate prepare his entire course of study rather than just a representative sampling of course work.

6. This could be a real service if they would do what questionnaire states.

7. It is imperative that the teacher training institutions continue both their pre-service and in-service programs. Also, it is important that these institutions develop a more uniform plan for the delivery of competency based curriculum materials. This should include descriptions, terms that everyone can agree upon, developing competencies, writing performance objectives, etc.

Please! It is critical that these institutions continue the outreach/field based programs too!

CENTER: PENN STATE

(ADMINISTRATORS OF COMPREHENSIVE H.S. - AGRICULTURE)

PERCEPTIONS OF VOCATIONAL ADMINISTRATORS TOWARD THE SERVICES OF THE VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS.

N = 16

Respondents reacted to statements about six (6) of the services provided by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
Field Assistance to Beginning Teachers							
1. Information about this service is generally available to me.	6	8	0	0	1	1	16
2. This service has positive impact on the capabilities of the beginning teachers.	4	8	1	1	1	1	16
3. There is a real need for this activity.	7	6	0	1	1	1	16
Needs Assessment							
1. The institution checked above conducts a thorough needs assessment at appropriate intervals.	1	7	6	0	1	1	16
2. I have been contacted within the past two years as part of a needs assessment by the Center.	3	5	5	0	2	1	16
Recruitment							
The Center conducts a quality recruitment program, with special emphasis on:							
1. Recruitment of minorities	1	6	7	0	1	1	16

	SA	A	U	D	SD	DNA	T
2. Recruitment of pre-serive students seeking vocational instruction certificates.	3	7	4	0	1	1	16
3. Recruitment of in-service students for hard-to-fill teaching positions.	2	8	4	0	1	1	16
4. Sex-fair recruitment practices	2	9	3	0	1	1	16

Placement

	SA	A	U	D	SD	DNA	T
1. The Center conducts placement service to assist vocational students in finding professional positions.	7	6	1	0	1	1	16
2. The Center has provided me with needed assistance in filling positions.	7	6	1	0	1	1	16

Pedagogical and Occupational Skills Workshops

	SA	A	U	D	SD	DNA	T
1. The center solicits and uses input from the field (such as myself) in planning these workshops.	0	10	3	0	2	1	16
2. These workshops are planned on the basis of priority needs identified from the field.	1	9	4	0	1	1	16
3. These workshops have had a positive influence on the quality of classroom instruction in my area.	3	7	3	1	1	1	16

Tuition Differential Supplement

	SA	A	U	D	SD	DNA	T
1. The reduced tuition which results from this supplement helps to attract workers from business and industry into the teaching profession.	1	4	9	0	1	1	16
2. It is necessary that this supplement be continued.	3	3	8	0	1	1	16

They rated the six services by circling one of the five numbers: 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent.

		1	2	3	4	5	DNA	T
1.	Field Assistance to Beginning Teachers	2	3	0	5	5	1	16
2.	Needs Assessment	1	4	1	7	0	3	16
3.	Recruitment	2	2	1	7	1	3	16
4.	Placement	2	2	1	2	8	1	16
5.	Pedagogical and Occupational Skills Workshops	1	2	2	8	1	2	16
6.	Tuition Differential	2	2	5	1	1	5	16

Those with direct knowledge of the other services were asked to rate the additional services listed below by circling one of the five numbers: again, 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent.

o	Orientation of intern teachers (Pitt, Penn State only)	1	0	2	5	4	4	16
o	Student Advisement System	1	1	2	5	4	3	16
o	Outreach courses (Pitt, Penn State, Temple only)	1	2	2	5	3	3	16
o	Competency-Based Vocational Student Organization Advisor Preparation (Pitt, Penn State only)	1	1	4	6	0	4	16
o	Occupational Competency Assessment	1	2	1	9	1	2	16

Comments:

1. Agriculture has its special problems. Students are not identified at an early enough date in college training. Records should show many students entering the field after preparing for other careers; beginning teacher training is getting plenty of attention but could be improved if quality of teacher was better upon graduation and not through the intern route. I'm probably critical on needs assessments, and workshops because it is based on what teachers ask to have. I believe many teachers are unaware of their real needs to be good teachers. I cannot let students in high school choose the program totally.

2. Our instructors are Penn State graduates and are pursuing graduate work presently. As a result we have had a fine working relationship

with Penn State University in all mattersconcerning our agricultural program.

3. Determine methods for getting more qualified teachers of vocational subjects into the fields of greatest need. This is the #1 problem of vocational education in general and vocational agriculture in particular.

4. I am pleased with the work of Penn States Agriculture Department. Their personnel have aided me in many instances.

CHAPTER VI

TEMPLE UNIVERSITY

VEPDC

The VEPDC at Temple University is funded for 10 service areas sampled through 9 questionnaires. The Center provided a total of 2,371 names on 8 lists. These individuals were sent a total of 439 questionnaires, of which 181 (41%) were returned. Three of the populations were sampled at 100%.

Each of the nine survey areas addressed for the Temple VEPDC is summarized on a single page, followed by the data sheet(s) for each, containing tabulations of all responses and all comments for that area. The data sheets closely follow the formats of the questionnaires, with space provided for tabular displays of responses where appropriate.

Responses of the 33 vocational administrators who identified Temple as their regional Center are also contained in this chapter. Their responses to each service area are contained in each area summary, and the tabulation of all their responses is at the end of the Chapter, together with their comments on the Center.

Client Feedback (Advisory Council)

The Center provided 24 names of Council members; 20 (representing the field) were surveyed, and 13 responded. One of these apparently is inactive, and did not answer the questions. The 12 who did answer were virtually unanimous in positive answers to seven questions about the operation of the committee and in rating the operational areas on a scale. Only 3 of 12, however, felt that they were called upon to identify or recruit in the hard-to-fill areas, only about half said that they were called upon to complete written evaluations, and less than half are satisfied with the frequency of subcommittee meetings. Six of the members made suggestions for improving the use of the committee--one of which suggests that some of the suggestions are already being carried out.

CENTER: TEMPLE

Program Area: Personnel Development Advisory Committee

N = 13

Participants were asked four questions.

I. As a member of the Advisory Committee, were you.... (circle one)
(N.A. means not appropriate or not applicable)
(DNA means did not answer)

	Yes	No	N.A.	DNA	T
1. Called upon to help identify and/or recruit potential vocational/technical teachers from business and industry?	3	7	2	1	13
2. Called upon to identify hard-to-fill teaching positions?	2	8	2	1	13
3. Called upon to complete a written evaluation of committee effectiveness?	7	5	0	1	13
4. Aware of program changes that resulted from advisory committee recommendations?	10	1	0	2	13
5. Given a directory of committee members?	12	0	0	1	13
6. Given guidelines for operation of the committee?	12	0	0	1	13
7. Furnished with a meeting agenda?	12	0	0	1	13
8. Furnished with meeting minutes?	12	0	0	1	13
9. Involved in unofficial communications with the center, in your role as a committee member, other than at official meetings?	10	2	0	1	13
10. Allowed to express your opinion of meeting agendas?	12	0	0	1	13
11. Allowed to make changes or additions to agendas?	11	1	0	1	13

II. Please rate the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	DNA	T
1. Frequency of advisory committee meetings.	0	1	5	4	2	1	13
2. Frequency of subcommittee meetings.	1	6	5	0	0	1	13
3. Timely distribution of meeting agendas.	0	1	2	5	4	1	13
4. Timely distribution of meeting minutes.	1	0	2	4	5	1	13
5. Information provided committee members about ongoing programs within the Center.	1	1	1	6	3	1	13

III. Please answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U - Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
1. The Advisory Committee is structured in a manner which allows individual members to have influence on the outcomes of committee work.	2	6	1	2	1	1	13
2. The Advisory Committee has influence on the work of the Center.	1	7	3	0	1	1	13

IV. The use of the Advisory Committee could be improved by:

1. Having "outsiders" chair committees
2. Re-structure. I have been involved in a sub-committee to recommend a new structure. The committee has discussed its recommendation with the center staff and all staff agree with a structure that involved the committee members in definite assignments, etc. with timetables and recommendations to be implemented. I feel that next year will be a much better year.
3. Inclusion in setting goals, objectives and priorities. This was 2nd year of committee and organizational work was excellent.
4. A reorganization of subcommittee structure currently underway - one which will permit greater agenda setting impact from members.
5. More effective us of P.A.T.S. (subcommittee structure)
6. More involvement in subcommittees.

Recruitment

There are three sources of data for this service area, of which the administrator information is much the most complete, but none is conclusive in identifying success in this area. Of the 31 administrators who responded in this area, one-half to two-thirds were undecided on every question; only 26% gave positive answers to the four questions, and only 16 of the 29 who rated this area (55%) rated it as satisfactory or better.

As noted earlier, only about one-fourth of the Advisory Council members responding felt that they had been called upon to be involved in recruitment.

The student data produced almost no information. Of 1,466(!) names provided, 41 (approximately one per page) were sampled, and 2 responded. One of these two indicated that he/she was recruited by the faculty; neither had enough knowledge of the service to rate it, and there was only one (mostly irrelevant) comment.

This service area needs a much closer look.

CENTER: TEMPLE

Program Area: Recruitment of Prospective Vocational Teachers

N = 2

Respondents were asked two questions.

I. How did you hear about the program in which you are now enrolled? (Check one)

Recruited by faculty at the University	1
Recruited through the local School System	0
Through the Media	1
Other (Please Specify	0

If you have direct knowledge of the Center's recruitment system, please answer question II. If not, omit question II and move to the comments section below.

II. (a) Please provide an overall rating of the Center's recruitment system, as you understand it, by circling one of the five numbers: 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

1	2	3	4	5	D.N.A.	T
0	0	0	0	0	2	2

(b) Of the things done to recruit teachers for hard-to-fill positions, which do you think are most successful? No Responses

(c) What can be done to make this kind of recruiting more successful? No Responses

Additional Comments:

1. Informative program but I didn't think it was particularly geared to my needs - i.e.: I probably would require considerable credits to achieve a teaching position as a second career. - (Retired military 30 years)

Advisement

There were 99 students surveyed in this area; 44 (44%) responded. Of the 33 administrators, 17 felt that they knew enough about the service to rate it. Of these 17, 11 rated it as satisfactory or better.

Of the 44 participants who responded, half found out about it through Temple staff members; the others found out in a variety of ways listed later. Of the 44, 26 said they received advisement materials, all in timely fashion. Of those receiving materials, almost 90% gave positive answers to the series of questions about the materials, and 25 were able to identify at least one useful service. There are some 20 constructive suggestions for improvement of the service.

CENTER: TEMPLE

Program Area: Student Advisement

N = 44

Participants were asked to answer six questions.

I. How did you find out about the advisement services available from the Center?

Advisor (Staff) From Temple	16
Local School	10
Didn't Find Out	4
DNA	3
Personal Contacts	1
Mail	2
Previous Students	1
Employer	1
Word of Mouth	2
Course Schedules	1
News Release (Bulletin)	3

II. Did you receive advisement materials (a handbook, for example) from the Center? Yes 26 No 18.

III. If yes, did you receive it early enough to make effective use of it? Yes 26 No 0.

IV. Respondents who received advisement materials rated the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	D.N.A.	T
1. Did the materials address the right questions?	0	1	3	16	7	17	44
2. Was the information accurate?	0	0	2	15	9	18	44
3. Is the material complete (without major omissions) for your purposes?	1	1	3	16	6	17	44
4. Were faculty advisors generally available to assist you?	4	0	6	5	12	17	44
5. Do you feel that program requirements were adequately explained to you?	2	2	2	10	11	17	44
6. Were the advisement services specific to your needs?	4	0	5	8	10	17	44
7. How satisfactory has the overall Center advisement service been to you?	2	0	6	8	11	17	44

V. What has been the most useful service or information received through the advisement activity of the Center?

1. Enabling to apply all credits toward degree - 128 credits.
2. Off-campus courses.
3. I was well advised before I took the course so I didn't need much information.
4. The most help received through the entire internship was given to me by a very helpful F.L.R.P.
5. Field resource person and modules.
6. Making sure courses selected meet requirements.
7. Listing the requirements, and making sure we acquired them.
8. Determining what is available and resource personnel to contact.
9. Course information.
10. Procedures and adherence to guidelines.
11. Verbal information from field resource person and competency list.
12. Rapid deployment of information when I request it through my advisor.
13. The total requirments towards a degree program and certification.

14. The personal involvement of resource person (Mr. Joseph English) and my advisor (Dr. C.J. Cotrell).

15. None - most useful information was from instructor.

16. None.

17. Availability of resource material.

18. My personal program - course selection - general courteous help.

19. Outlined information stating basic procedures (not a lot of wordy - useless info, that would waste valuable time reading - to get a few ideas).

20. Determining what courses were needed for certification.

21. The advice on the certification program and matriculation procedures.

22. New techniques to try in the classroom.

23. Availability and exposure to various curriculum materials (i.e. formats, modules, grading policies, etc.).

24. Availability of programs and courses.

25. Advisor visitations.

26. Information on certification requirements.

27. Resources availability.

28. Credits only.

VI. What could be done to improve the advisement services of the Center?

1. More materials to be made available explaining different offerings more thoroughly.

2. More information should be given by the University to people interested in enrolling in the program.

3. A lot.

4. Fortunately, for the course we had a very gracious and helpful instructor who kept us informed of all activity and availed himself to us at our convenience -- pre or post class. Since only one course was taken by me off campus I had no need for materials.

5. Closer to outlying campus (maybe duplicate service or contact person) handbook distributed where taken first Voc-Ed course.

6. Advisement services are satisfactory as presently assigned.

7. List the requirements that qualify a teacher for higher pay scales in the appropriate school system.

8. Send more course information and give more courses.

9. Possibly arrange hours for consultation, say two times per month either evenings or Saturdays.

10. What is it?

11. Have someone available at off-campus courses. Advisement services were non-existing after registration and payment.

12. Make more than one advisor available more hours.

13. Advise University, NOT TO DROP courses that are necessary or advise other University to carry course for those students.

14. I would like to see advisors visit 2 times during the course of time to answer questions of a specific nature - traveling to the main campus is a grave inconvenience.

15. I know nothing about "advisement services", so I cannot answer the above question. For the past 6 or 7 years I have been, (off and on) a Resident Resource Person under the "Vital" program in our school.

16. Have personnel available at more convenient times. Someone who can give direction that will not be contradicted a year later.

17. Look at and understand the instructors situation more than the Universities' position.

18. Make modules easier to understand and use; interpret.

19. To insure provision for continuous curriculum leadership role.

20. Additional advisors available on the graduate level.

21. Centralize location for material and information.

22. More attention given to assisting students (following up student communications by the Centers staff). Very poor follow-up.

Placement

This service area was addressed by 31 of the 33 Vocational Administrators and by a small number of students. Among the administrators, the answers were quite positive: 17 of 20 who answered agreed that the Center conducts placement activity, and 15 said that the Center had provided them with assistance in filling positions. About one-third were undecided in each case. Of 28 who rated the activity, 17 (61%) rated it as satisfactory or better.

Of the 15 names provided, all were surveyed and 3 responded. None of these was placed through the Center; one of the 3 is positive and 2 are negative; none has much information.

As noted earlier, the students are not good sources of information in this area in terms of its present focus.

CENTER: TEMPLE

Program Area: Assistance to Vocational Education Students in Finding Professional Positions (Placement)

N = 3

Respondents were asked five questions.

I. How did you find your present job?

1. Through recommendation of retiring predecessor.

2. On my own.

3. Pa. State Employment Service - Non-teaching.

If you used the placement services of your Center, needed help from the Center in being placed, or have direct knowledge of the Center's placement activity, please answer questions II through V. Otherwise, omit II-V and make any comments you wish to at the end of the questionnaire.

II. How helpful was the Center placement service?

1. Not at all.

2. None.

III. What kind of assistance, if any, did you receive from the Center placement activity?

1. They have placed my name on an eligibility list.

2. None.

IV. Does your Center (or program area within the Center) provide placement services (that you know of) beyond those provided by the University for all students? Yes _1_ No _0_ DNA _2_. If yes, can you give any examples?

1. A special form was sent to me.

V. Please rate the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	D.N.A.	T
1. The Center Placement Activity.	1	0	0	0	1	1	3
2. The statewide system for matching jobs and applicants.	1	0	0	0	1	1	3
3. The services you actually received toward placement in your job.	1	0	0	0	1	1	3

Comments:

1. I have gotten no response from the placement service.

2. Outside of paperwork shuffle, have received no contact from center.

Outreach Courses

The Center provided 371 names, of which 113 were sampled and 54 (48%) responded. Of the 33 administrators, 17 responded in this area. Of the 53 participants who answered the questions, both answers to questions and rating of course elements were positive in the 80-90% range. Almost all had opportunity to evaluate the courses, and approximately 60% of the courses were taught by full-time instructors from the Center. Of the 17 administrators who rated this service area, 15 rated it as satisfactory or better. The results are solid and positive from both sources.

CENTER: TEMPLE

Program Area: Outreach Courses (Courses conducted off the main campus for full-time vocational educators)

N = 54

Respondents were asked four questions.

I. Was the course(s) you took taught by a full-time instructor from the Center 33 or a part-time instructor 14? Both 6 DNA 1.

II. For the course attended, respondents rated the items below by circling one of the five numbers: 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent; DNA = Did Not Answer.

	1	2	3	4	5	DNA	T
1. Course location (convenience)	1	5	6	13	28	1	54
2. Timing of the course	2	2	10	23	16	1	54
3. Length of the course	4	2	10	18	19	1	54
4. Professional Communications and arrangements	5	1	9	17	21	1	54

III. Had they an opportunity to evaluate the course(s)? Yes 52 No 2.

IV. For the course(s) attended, respondents answered the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree; DNA = Did Not Answer.

	SA	A	U	D	SD	DNA	T
1. The course content was consistent with the title and description.	28	21	1	1	2	1	54
2. The content was relevant to my professional needs.	22	23	4	2	2	1	54
3. The content was relevant to my job.	15	28	5	3	2	1	54
4. The objectives of the course were clearly stated.	22	26	2	2	1	1	54

		SA	A	U	D	SD	DNA	T
5.	I was informed as to what was expected of me in the course.	25	25	0	2	1	1	54
6.	The materials and methodology were consistent with the course objectives.	22	26	1	2	2	1	54
7.	The materials and media were appropriate to my needs and abilities.	18	27	4	2	2	1	54
8.	I have been evaluated fairly.	20	24	8	0	1	1	54
9.	The instruction was of high professional quality.	24	21	1	4	3	1	54

Pedagogical and Occupational Skills Workshops

This area was addressed by 15 students (52% of the total population of 29 sampled) and by 31 of the administrators. The students gave it very high marks, with combined responses and ratings in the 90% positive range. Four took the opportunity to make suggestions, and 11 indicated that they had had the opportunity to evaluate their workshops.

The administrators were less certain; 20 said that field input was used in planning, and 17 that priority needs influenced workshops planning. There was agreement by 18 that they have had a positive influence on classroom instruction. There was an average of 8 undecided and 5 negative answers to each question. Of 29 who rated this activity on a 1-5 scale, 18 (62%) rated it as satisfactory (3) or better.

CENTER: TEMPLE

Program Area: Pedagogical or Occupational Skills Workshops

N = 15

Participants were asked five questions.

I. For the workshop(s) you attended,

Please rate the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	DNA	T
1. Workshop location (convenience)	1	1	2	2	9		15
2. Timing of the workshop	0	2	3	5	5		15
3. Length of the workshop	0	1	2	6	6		15
4. Professional arrangements and communications	1	0	1	6	7		15

II. What skills were emphasized?

1. Many, many skills have been emphasized in the thirteen Temple vocational ed or industrial ed courses I've taken.
2. Motivation, needs and interest, planning workshop, preparing daily lessons, etc.
3. Welding
4. Different techniques in welding
5. Occupational skills related to the trade
6. Emission control
7. Teaching techniques
8. Oxyacetylane applications - arc welding
9. Automotive update
10. Occupational skill directly related to my trade area
11. Updating auto instruction/auto emission
12. Teaching techniques, new processes, curriculum development
13. Welding skills in various welding processes

III. What skills should have received more emphasis?

1. Since I am not teaching I frankly have no idea. I am unable to apply learned skills and have no opportunity to detect deficiencies.
2. Due to the number of modules that must be completed in one semester (12), it seems to me all had to be slightly rushed.
3. Special education
4. Technical information regarding troubleshooting and application of welding processes in industry.

IV. Did you have an opportunity to evaluate the workshop? Yes 11 No 3 DNA 1

V. Please answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not kow; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
1. The content of the workshop was consistent with the workshop title and description.	12	1	1	0	1		15
2. The content was relevant to my professional needs.	12	2	0	0	1		15
3. The content was relevant to my present job.	6	6	1	1	1		15
4. The objectives of the workshop were clearly stated.	12	3	0	0	0		15
5. The materials and methodology used in the workshop were consistent with the stated objectives.	12	3	0	0	0		15
6. The materials and methodology were appropriate to my needs and abilities.	11	3	0	1	0		15
7. The instruction was of high professional quality.	12	1	1	1	0		15

FBCB Teacher Education

Of 357 names provided, 58 were surveyed and 17 were returned. Of the 17, 16 indicated that they had a field resource person, and their answers to seven questions were over 90% positive. Sixteen identified a "best" thing about the program, and 12 made suggestions.

Of 23 administrators who rated the program 18 (78%) rated it satisfactory or better.

There are several interesting comments on the following pages.

CENTER: TEMPLE

Program Area: Field-Based Competency-Based Teacher Education

N = 17

Participants were asked five questions.

I. How long have you been involved in this program? various

II. There is a field resource person assigned to assist me. Yes 16 No 0 DNA 1

III. Please answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	T
1. This instructional system is focused on competencies (teaching skills) related to my position.	9	6	0	1	1	17
2. The competencies (teaching skills) have been made known to me in advance.	9	7	1	0	0	17
3. The criteria by which I will be judged for each competency (teaching skill) have been made known to me.	10	6	0	1	0	17
4. Performance in my professional role is the primary evidence used in judging my competencies (teaching skills).	11	5	1	0	0	17
5. My rate of progress through the program is competency-based, rather than time- or course-based.	8	8	0	1	0	17
6. Evaluation of competencies (teaching skills) is continuous, rather than just at the end of a grading period.	9	8	0	0	0	17
7. Advisement activities were conducted to meet participants professional needs.	6	8	0	3	0	17

IV. The best thing about the Field-Based, Competency-Based Teacher Education Program is:

1. Material can be applied immediately to the teaching situation
2. The individual attention received.
3. Is it a shared type of instruction. Teacher assisting teacher. The best parts of each are considered.
4. The teacher can do it at his/her school without leaving the class.
5. About 50% of the courses are good while the others are rediculous. "Art History 35,000 BC" for Auto Mechanic Teacher????
6. The field resource person Allen Smolonsky.
7. No set or confined classroom; work at your own rate, and no travel to and from school. Therefore, more time can be dedicated to program.
8. That we use it every day. All work is completed at home and in the classroom.
9. Flexibility
10. How convenient it makes obtaining certification in the required teaching subjects.
11. The University Representative came to my school and observed the actual student-teacher interrelationship.
12. That it is self evaluating
13. The skills learned can be used immediately.
14. The courses are relevant to the vocational program.
15. Making available the necessary resources.
16. The support systems, including program director RLRP's and advisory committees.

V. This program could be improved by:

1. Providing more resource persons.
2. Only the field resource person. My field resource person made the program interesting, helpful and educational.
3. Involving a better teacher-teacher relation. Increasing the demands of teacher communication.

4. Required and Receive Credit for taking related industrial courses offered by Industry in teachers instruction area. Of course most of these are "FREE"to us, therefore the Universities would lose "Money" and thatsthe Bottom Line!!!

5. A module on discipline and behavior modification

6. Letting students send out work books, rather than buying them to support book company or school; much redundancy in evaluation of competencies

7. By having group work programs.

8. The other advisors being knowledgeable and informative as mine.

9. Making more video taping equipment available. Getting the equipment was always a hassle.

10. I know this might be difficult but each representative should have less responsibility and more time alloted for each participant.

11. Having courses offered at more locations.

12. Continuation and expansion.

FBCB Leadership Development

There were 27 names provided; all were surveyed, and 16 (59%) responded. Their responses to questions are almost 100% positive, and 94% of the ratings are satisfactory or better. Three of the 4 comments are laudatory.

Of the 25 administrators who rated this area, 20 (80%) rated it satisfactory or better.

All in all, these are very solidly positive outcomes.

CENTER: TEMPLE

Program Area: Field-Based, Competency-Based Supervisory and Administrative Leadership Development

---

N = 16

Respondents answered the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided; D = Disagree more than Agree; SD = Strongly Disagree.

			SA	A	U	D	SD	T
I.	1.	This instructional system is focused on competencies related to the role for which I am preparing.	9	7	0	0	0	16
	2.	The competencies have been made known to me in advance.	10	6	0	0	0	16
	3.	The criteria by which I will be judged for each competency have been made known to me.	6	7	3	0	0	16
	4.	Performance in my internship role is the primary evidence used in judging my competencies for a leadership position.	4	8	3	1	0	16
	5.	My rate of progress through the internship program is competency-based, rather than time-or-course-based.	9	5	2	0	0	16
	6.	Evaluation of competencies is continuous, rather than only at the end of a grading period.	12	3	1	0	0	16
	7.	Internships are designed and implemented to develop specific supervisory or administrative competencies.	11	5	0	0	0	16
	8.	Provisions are made to systematically guide and supervise the interns.	8	7	0	1	0	16
	9.	Instructional materials related to specific competencies are used to supplement and complement the internship experiences.	8	8	0	0	0	16

II. They rated the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

	1	2	3	4	5	T
My resource person	1	1	2	4	8	16
My internship assignment	0	0	4	8	4	16
The overall program	0	1	1	9	5	16

Comments:

1. The program was a great learning experience.
2. The program has been invaluable to me in goal determinations.
3. A move in the right direction; was meaningful; relevant to job requirements; good overall program.
4. The resource person should limit dialog and evaluation of competencies to related facts rather than personal theories.

Occupational Competency Assessment

The Center provided 82 names, of which 37 were surveyed and 17 (46%) responded. For the two questions on arrangements, administration and communications, responses were 88% positive. Of 7 people who had problems, 4 were satisfied with the handling of the problems. Eleven of the 17 (65%) said that the way this is handled should encourage workers to become teachers, and 10 (59%) thought that everying possible was being done to keep fees at reasonable levels. Sixteen of the participants identified satisfying aspects of the assessment, and there are a total of 18 suggstions and several comments.

Of the 21 administrators who rated this area, 13 (62%) rated it as "satisfactory" or better.

CENTER: TEMPLE

Program Area: Occupational Competency Assessment

N = 17

Respondents were asked to answer three questions

I. Please respond to the statements below by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	T
1. The exam was arranged and administered in a friendly, fair, and professional manner.	14	2	0	1	0	17
2. Any problems that I encountered were handled in a reasonable and prudent manner. (If you had no problems, circle "U").	3	1	10	2	1	17
3. Communications regarding the exam were handled in a professional and timely way.	7	7	1	1	1	17
4. The way this occupational completency assessment is conducted should encourage workers from business and industry to become vocational teachers.	2	9	1	1	4	17
5. The State and the Centers are doing everything possible to keep the fee for the exam at a reasonable level.	2	8	3	1	3	17

II. With what aspect of the examination program were the most satisfied?

1. Practical exam.
2. Individual process of completing modules, more self satisfaction.
3. The competent manner in which it was handled.

4. The people who handle the testing are fair.

5. a) quiet, courteous person administering the test
   b) all material readily available, tools at hand

6. a) prep time
   b) wide variety of areas were covered to satisfy me

7. Was very favorably impressed with the professional way in which the exam was planned and administered.

8. The practical part of the exam was very easy.

9. My experience and background played a major part in assessment.

10. The examination was satisfactory in my opinion.

11. Written examination.

12. The practical part of the exam covered the major fields of my trade (auto mech).

13. Practical section.

14. The questions on the carpentry test covered all aspects of finish and rough carpentry practices.

15. The time involved to accomplish the required work.

16. All.

III. What could be done, in your opinion, to improve the administration of the occupational competency assessment?

1. More proctors on hand during the practical exam.

2. Give advance notice to participants as to which phase of welding they will be tested on and recomend texts for review.

3. To have the practical exam close to where you live and to bring the test up to date.

4. The exam should be given more often and in more places.

5. In my opinion the present procedures cannot be improved.

6. It was administered well.

7. Have the cost split with school system.

8. Better communication between sending school to competency base school.

9. Better directions to exam area. Up date the written exam.
10. The practical portion of the carpentry test should be given more time for construction.
11. Slower pace of the hands on part.

Additional Comment:

1. Written and practical phases of test were extremely difficult.
2. The tests used are not up to date. I hear this from all vocational areas.
3. It has been a beneficial educational experience completing the field based occupational competency program.
4. I feel the written exam dealt too much in non practical areas of the trade. More concentration in the major areas (brick-block-conc.) would be more practical.
5. I feel that we have to find a better way of alerting and advertising the occupational competency test so that the residents of Pennsylvania will become aware that these opportunities exist.
6. Written test for subject area was not up to date. Questions on subject area comprised a very small area of total written exam.
7. The carpentry practical only tested the "rough" aspect of the carpentry trade. More testing and "finish" section needed.

Vocational Administrator Survey

All responses of the 33 vocational administrators who identified Temple as their regional Center are contained at the following pages. Their responses in the 9 areas have been summarized on preceding pages; in addition, they have commented on needs assessment and tuition differential supplement, and 19 of them have made general comments about the Center.

CENTER: TEMPLE UNIVERSITY

PERCEPTIONS OF VOCATIONAL ADMINISTRATORS TOWARD THE SERVICES OF THE VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS.

N = 33

Respondents reacted to statements about six (6) of the services provided by the Centers by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

	SA	A	U	D	SD	DNA	T
Field Assistance to Beginning Teachers							
1. Information about this service is generally available to me.	9	16	3	1	2	2	33
2. This service has positive impact on the capabilities of the beginning teachers.	6	14	4	4	1	4	33
3. There is a real need for this activity.	12	13	2	1	1	4	33
Needs Assessment							
1. The institution checked above conducts a thorough needs assessment at appropriate intervals.	3	10	9	4	4	3	33
2. I have been contacted within the past two years as part of a needs assessment by the Center.	3	12	5	4	6	3	33
Recruitment							
The Center conducts a quality recruitment program, with special emphasis on:							
1. Recruitment of minorities	2	4	22	2	1	2	33
2. Recruitment of pre-service students seeking vocational instruction certificates.	1	9	17	0	3	3	33
3. Recruitment of in-service students for hard-to-fill teaching positions	0	5	19	4	2	3	33
4. Sex-fair recruitment practices	1	10	15	2	2	3	33

	SA	A	U	D	SD	DNA	T
Placement							
1. The Center conducts placement service to assist vocational students in finding professional positions.	4	13	10	3	0	3	35
2. The Center has provided me with needed assistance in filling positions.	2	13	9	6	1	2	33
Pedagogical and Occupational Skills Workshops							
1. The Center solicits and uses input from the field (such as myself) in planning these workshops.	5	15	5	6	0	2	33
2. These workshops are planned on the basis of priority needs identified from the field.	6	11	9	5	0	2	33
3. These workshops have had a positive influence on the quality of classroom instruction in my area.	7	11	10	3	0	2	33
Tuition Differential Supplement							
1. The reduced tuition which results from this supplement helps to attract workers from business and industry into the teaching profession.	5	12	9	4	1	2	33
2. It is necessary that this supplement be continued.	11	12	4	2	1	3	33

Please rate the six services by circling one of the five numbers: 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent.

	1	2	3	4	5	DNA	T
1. Field Assistance to Beginning Teachers	4	5	5	11	5	3	33
2. Needs Assessment	9	4	6	10	1	3	33
3. Recruitment	8	5	10	6	0	4	33
4. Placement	7	4	10	6	1	5	33

	1	2	3	4	5	DNA	T
5. Pedogogical and Occupational Skills Workshops	3	8	7	7	4	4	33
6. Tuition Differential	3	7	8	5	4	6	33

The four Centers variously provide additional services through the centers. If you have direct knowledge of the service, please rate the additional services listed below by circling one of the five numbers: again, 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent.

	1	2	3	4	5	DNA	T
o Student Advisement System	1	5	3	7	1	16	33
o Outreach courses (Pitt, Penn State, Temple only)	1	1	6	8	1	16	33
o Field-Based, Competency-Based Teacher Education (Indiana, Temple only)	2	3	6	5	7	10	33
o Competency-Based leadership Preparation (Pitt, Temple only)	2	3	7	6	7	8	33
o Occupational Competency Assessment	3	5	5	5	3	12	33

Comments:

1. These colleges are working with adult technical/trade people. The programs should be geared more to this type of individual than to a 18 year old out of high school. Classroom organizational techniques are not covered adequately.

Programs should be more down to earth. How to work with people - other teachers, students, parents, and administrators.

2. - Good additional work needed for pre-service for teachers.

- Better job placement services.

- Better teacher recruitment procedures for new teachers.

3. Improved service of information to all school personnel. Perhaps a periodic newsletter would help many of us better know of the services being made available.

4. Overall, good to excellent. I do not agree with the program that claims to train a vocational teacher during a four or five year college course. Except in rare instances, no one can get the necessary experience in any trade or craft during one, two, three or four summers. In most cases it is hardly possible in four solid years of work.

5. More workshops should be scheduled in the Northeast; Teachers hesitate in traveling for approximately 2 hours to attend workshops -- if closer more would attend. Cost of travel is a serious problem.

6. We need much more state direction for CBVE plus our state people to speak positively about CBVE.

7. There is no doubt in my mind that if the services listed on these two pages were not made available, we would not be able to attract the skilled tradesmen (male and female) from industry. The AVTS's that have been in existence for ten years or more are beginning to realize that many of their key instructors are retiring or will do so in the next several years. Unless we can attract skilled people to enter the profession, we will have to settle for whatever comes down the road. Our success in vocational/technical education has to be measured by the ability of most of our present instructors skill and dedication in passing along to a new generation those skills passed to them by a previous generation. These centers must receive this funding if we are to continue in presenting the best possible instruction we can afford. I would also strongly emphasize an increase in funding due to the inflationary conditions in which we presently find ourselves.

8. The "Vital" program of Temple University serves its purpose once a new teacher has been hired. However, this program takes all these instructors out of classes which could provide an opportunity for interested persons to attend and prepare for teaching prior to being appointed to a position. Therefore, it is almost an impossibility to secure education for teacher preparation except by full time attendance at college. This also perpetuates hiring persons to begin teaching who have had no preparation courses in Vocational Education. They must flounder around for a year or two until "Vital" gives them the education they should have had prior to hiring.

9. Good Ideas but have heard very little about Centers. The one contact had to do with an evening program to present a program to possible new Vocational Teachers.

10. Suggest regular scheduled visits to Vocational Schools by senior staff members to assist teachers planning and advisement - 1 (one) person traveling to schools would cut fuel usage as well as permitting direct contact with schools by persons who can answer questions of teachers. Another benefit would be assurance of administrators feeling they are an integral part of the higher education scheme.

11. A field assistant relationship is a good idea but it too easily deteriorates into low expectations for beginning teachers. Standards are too easily compromised if in fact significant standards are established at all.

12. 1. Services are not directed toward preparing teachers to work and solve problems in urban schools.
    2. There is a total disregard for securing minority faculty, field service persons and students. There is not a single full time minority staff member in the Department of Industrial Education at Temple University.
    3. Teachers seeking certification complain about paying tuition fees more than once if their work is not completed in a semester, i.e., an incomplete in one semester obligates the student to pay full tuition again the next semester in order to receive credit.
    4. Many of the field persons lack the experience of inner city exposure and are more of a negative influence on the teachers than positive.
    5. The module system for obtaining competencies is being used as a panacea for teacher education certification in Vocational Education, which in my opinion, is not the case at all. There needs to be classroom instruction, workshops, as well as the use of modules to help prospective teachers gain competencies. In addition the module approach addresses only teacher skills, methods, and certification competencies and does not have the potential, as presently used, to equip prospective teachers to be able to cope with other facets of the teaching experience.
    6. Not all prospective teachers are capable initially, of working independently and they need the association and interaction of some classroom exposure.
    7. The module approach to gaining competencies gives only micro-assignments in each area of competence. Teachers need the experience of more than a single task in an area of competency development in order to be acknowledged proficient. In other words, the scope of experience is too narrow, teachers need a much broader base of experience in order to be assessed as a competent teacher.

13. I am not informed about special programs for vocational teachers; Communications not good at my level (supervisor).

14. I haven't heard of this office before and I do not know what they are doing (Assistant Director).

15. I was not aware of the existence of these centers.

16. If this center is impacting on vocational education all areas of vocational education should be represented; Agriculture and Home Economics are missing.

17. 1. Too little is known about the Center concept, purpose for new structure, its advantages, etc.
    2. Not enough public relations and information dissemination about educational opportunities and various programs, seminars, workshops, etc. Except for announcements about fall and spring courses offered, very little, if any communication is conducted in between these two dates.

18. More effort and support is needed to recruit tradesmen to enter teacher preparation programs. Availability of courses in appropriate areas is lacking and prevents a tradesman from having the opportunity to prepare to be a Vocational Teacher prior to being employed in a school system.

19. A field assistant relationship is a good idea but it too easily deteriorates into low expectations for the beginning teacher. Standards are too easily compromised if in fact significant standards are established at all. (Note: This is identical to #11, but in completely different handwriting and from a separate questionnaire).

APPENDIX

DATA COLLECTION INSTRUMENTS

QUESTIONNAIRE TO DETERMINE CLIENTS' PERCEPTIONS OF THE QUALITY AND VALUE OF PROGRAMS OFFERED BY THE FOUR VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS IN PENNSYLVANIA

Program Area: Orientation of Intern Teachers

Center: Pittsburgh ____________
Penn State ____________

You have been a participant in the program area and Center listed above. The Pennsylvania Department of Education and its contract evaluator, the Appalachia Educational Laboratory, would appreciate your appraisal of the services you have received from your Center - through your considered responses to the questions below.

I. Please answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

1. Information about the orientation workshop was made available to me sufficiently in advance for me to arrange for attendance.	SA	A	U	D	SD
2. The workshop was held at a time appropriate to allowing participants to prepare for their new teaching responsibilities.	SA	A	U	D	SD
3. The location was convenient for me.	SA	A	U	D	SD
4. The workshop was designed to meet my specific needs.	SA	A	U	D	SD
5. It met most of the common needs of the participants.	SA	A	U	D	SD
6. It was of appropriate length.	SA	A	U	D	SD
7. An evaluation of the workshop was conducted at the time of the workshop.	SA	A	U	D	SD

II. Please rate the items below by circling one of the five numbers: 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

1. The Methodology used in the workshop	1	2	3	4	5
2. Appropriateness of content	1	2	3	4	5
3. Overall administration of the workshop	1	2	3	4	5
4. Workshop objectives (clarity, appropriateness, achievement)	1	2	3	4	5
5. Applicability to participant's job	1	2	3	4	5

III. The most useful aspect of the workshop was: ____________________

IV. Orientation of Intern Teachers could best be improved by: ____________________

Your Service Area (Subject Taught) ____________________

QUESTIONNAIRE TO DETERMINE CLIENTS' PERCEPTIONS OF THE QUALITY AND VALUE OF PROGRAMS OFFERED BY THE FOUR VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS IN PENNSYLVANIA

Program Area: Field Assistance to Beginning Teachers

Center: Pittsburgh ______________
Penn State ______________

You have been a participant in the program area and Center listed above. The Pennsylvania Department of Education and its contract evaluator, the Appalachia Educational Laboratory, would appreciate your appraisal of the services you have received from your Center - through your considered responses to the questions below.

I. How often have you been visited by Center faculty or a Center-appointed staff supervisor? ______________________________

II. How were visits scheduled? (Check one or more as appropriate)

Pre-Set Schedule ____________________
Instructor Convenience ______________
Your Request ________________________
Other (Specify) ______________________________

III. How did you become aware of the availability of Center field assistance?

____

IV. Were you able to request and receive assistance on a specific problem?
Yes____ No ____

V. If yes, how would you rate the response? Prompt? Yes_____ No_____
Appropriate? Yes_____ No_____

VI. What kinds of help have you received? (Check)

Classroom problems __________________
Certification _______________________
Curricular Materials _________________
Other (Please Specify) ______________________________

VII. Have you experienced problems that have not been addressed through Center field assistance? Yes_____ No_____. If yes, please describe briefly.

____

VIII. Do you believe that Center assistance has improved your job performance and/or your satisfaction with teaching? Yes____ No____.

IX. What has been the best (most positive, most useful) aspect of this assistance? ______________________________

____

X. How could the Center improve this program? ______________________________

____

____

Your Service Area (Subject Taught) ______________________________

QUESTIONNAIRE TO DETERMINE CLIENTS' PERCEPTIONS OF THE QUALITY AND VALUE OF PROGRAMS OFFERED BY THE FOUR VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS IN PENNSYLVANIA

Program Area: Personnel Development Advisory Committee

Center:
Pittsburgh ____________
Penn State ____________
Temple ____________
Indiana ____________

You have been a participant in the program area and Center listed above. The Pennsylvania Department of Education and its contract evaluator, the Appalachia Educational Laboratory, would appreciate your appraisal of the services you have received from your Center - through your considered responses to the questions below.

I. As a member of the Advisory Committee, were you.... (N.A. means not appropriate or not applicable) (Circle one)

1. Called upon to help identify and/or recruit potential vocational/technical teachers from business and industry?	Yes	No	N.A.
2. Called upon to identify hard-to-fill teaching positions?	Yes	No	N.A.
3. Called upon to complete a written evaluation of committee effectiveness?	Yes	No	N.A.
4. Aware of program changes that resulted from advisory committee recommendations?	Yes	No	N.A.
5. Given a directory of committee members?	Yes	No	N.A.
6. Given guidelines for operation of the committee?	Yes	No	N.A.
7. Furnished with a meeting agenda?	Yes	No	N.A.
8. Furnished with meeting minutes?	Yes	No	N.A.
9. Involved in unofficial communications with the center, in your role as a committee member, other than at official meetings?	Yes	No	N.A.
10. Allowed to express your opinion of meeting agendas?	Yes	No	N.A.
11. Allowed to make changes or additions to agendas?	Yes	No	N.A.

II. Please rate the items below by circling one of the five numbers: 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

1. Frequency of advisory committee meetings.	1	2	3	4	5
2. Frequency of subcommittee meetings.	1	2	3	4	5
3. Timely distribution of meeting agendas	1	2	3	4	5
4. Timely distribution of meeting minutes	1	2	3	4	5
5. Information provided committee members about ongoing programs within the Center.	1	2	3	4	5

III. Please answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

1. The Advisory Committee is structured and operated in a manner which allows individual members to have influence on the outcomes of committee work.	SA	A	U	D	SD
2. The Advisory Committee has influence on the work of the Center.	SA	A	U	D	SD

IV. The use of the Advisory Committee could be improved by ____________________

____

QUESTIONNAIRE TO DETERMINE CLIENTS' PERCEPTIONS OF THE QUALITY AND VALUE OF PROGRAMS OFFERED BY THE FOUR VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS IN PENNSYLVANIA

Program Area: Recruitment of Prospective Vocational Teachers

Center:
Pittsburgh ____________
Penn State ____________
Temple ____________
Indiana ____________

You have been a participant in the program area and institution listed above. The Pennsylvania Department of Education and its contract evaluator. The Appalachia Educational Laboratory, would appreciate your appraisal of the services you have received from your Center - through your considered responses to the questions below.

I. How did you hear about the program in which you are now enrolled? (check one)

Recruited by faculty at the University ____________
Recruited through the local School System ____________
Through the Media ____________
Other (Please Specify) ____________

If you have direct knowledge of the Center's recruitment system, please answer question II. If not, omit question II and move to the comments section below.

II. (a) Please provide an overall rating of the Center's recruitment system, as you understand it, by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

1 2 3 4 5

(b) Of the things done to recruit teachers for hard-to-fill positions, which do you think are most successful? ____________

(c) What can be done to make this kind of recruiting more successful? ____________

Additional Comments: ____________

Your Service Area (Subject Taught) ____________

QUESTIONNAIRE TO DETERMINE CLIENTS' PERCEPTIONS OF THE QUALITY AND VALUE OF PROGRAMS OFFERED BY THE FOUR VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS IN PENNSYLVANIA

Program Area: Student Advisement

Center:
Pittsburgh ____________
Penn State ____________
Temple ____________
Indiana ____________

You have been a participant in the program area and Center listed above. The Pennsylvania Department of Education and its contract evaluator, the Appalachia Educational Laboratory, would appreciate your appraisal of the services you have received from your Center - through your considered responses to the questions below.

I. How did you find out about the advisement services available from the Center? ____________

II. Did you receive advisement materials (a handbook, for example) from the Center? Yes____ No____.

III. If yes, did you receive it early enough to make effective use of it? Yes____ No____.

IV. If you received advisement materials, please rate the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

1. Did the materials address the right questions?	1	2	3	4	5
2. Was the information accurate?	1	2	3	4	5
3. Is the material complete (without major omissions) for your purposes?	1	2	3	4	5
4. Were faculty advisors generally available to assist you?	1	2	3	4	5
5. Do you feel that program requirements were adequately explained to you?	1	2	3	4	5
6. Were the advisement services specific to your needs?	1	2	3	4	5
7. How satisfactory has the overall Center advisement service been to you?	1	2	3	4	5

V. What has been the most useful service or information received through the advisement activity of the Center? ____________

VI. What could be done to improve the advisement services of the Center? ____________

Your Service Area (Subject Taught) ____________

QUESTIONNAIRE TO DETERMINE CLIENTS' PERCEPTIONS OF THE QUALITY AND VALUE OF PROGRAMS OFFERED BY THE FOUR VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS IN PENNSYLVANIA

Program Area: Assistance to Vocational Education Students in Finding Professional Positions (Placement)

Center:
Pittsburgh ____________
Penn State ____________
Temple ____________
Indiana ____________

You have been a participant in the program area and center listed above. The Pennsylvania Department of Education and its contract evaluator, the Appalachia Educational Laboratory, would appreciate your appraisal of the services you have received from your Center - through your considered responses to the questions below.

I. How did you find your present job? ____________

If you used the placement services of your Center, needed help from the Center in being placed, or have direct knowledge of the Center's placement activity, please answer questions II through V. Otherwise, omit II-V and make any comments you wish to at the end of the questionnaire.

II. How helpful was the Center placement service? ____________

III. What kind of assistance, if any, did you receive from the Center placement activity? ____________

IV. Does your Center (or program area within the Center) provide placement services (that you know of) beyond those provided by the University for all students? Yes ____ No ____. If yes, can you give any examples? ____________

V. Please rate the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

1.	The Center Placement Activity.	1	2	3	4	5
2.	The statewide system for matching jobs and applicants.	1	2	3	4	5
3.	The services you actually received toward placement in your job.	1	2	3	4	5

Comments: ____________

Your Service Area (Subject Taught) ____________

QUESTIONNAIRE TO DETERMINE CLIENTS' PERCEPTIONS OF THE QUALITY AND VALUE OF PROGRAMS OFFERED BY THE FOUR VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS IN PENNSYLVANIA

Program Area: Outreach Courses (Courses conducted off the main campus for full-time vocational educators)

Center:
Pittsburgh ________________
Penn State ________________
Temple ____________________

You have been a participant in the program area and center listed above. The Pennsylvania Department of Education and its contract evaluator, the Appalachia Educational Laboratory, would appreciate your appraisal of the services you have received from your Center - through your considered responses to the questions below.

I. Was the course(s) you took taught by a full-time instructor from the Center _____ or a part-time instructor _____?

II. For the course you attended:

Please rate the items below by circling one of the five numbers: 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

1.	Course location (convenience)	1	2	3	4	5
2.	Timing of the course	1	2	3	4	5
3.	Length of the course	1	2	3	4	5
4.	Professional Communications and arrangements	1	2	3	4	5

III. Were you given an opportunity to evaluate the course(s)? Yes____ No____.

IV. For the course(s) you attended:

Please answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

1.	The course content was consistent with the title and description.	SA	A	U	D	SD
2.	The content was relevant to my professional needs.	SA	A	U	D	SD
3.	The content was relevant to my job.	SA	A	U	D	SD
4.	The objectives of the course were clearly stated.	SA	A	U	D	SD
5.	I was informed as to what was expected of me in the course.	SA	A	U	D	SD
6.	The materials and methodology were consistent with the course objectives	SA	A	U	D	SD
7.	The materials and media were appropriate to my needs and abilities.	SA	A	U	D	SD
8.	I have been evaluated fairly.	SA	A	U	D	SD
9.	The instruction was of high professional quality.	SA	A	U	D	SD

Your Service Area (Subject Taught) ____

QUESTIONNAIRE TO DETERMINE CLIENTS' PERCEPTIONS OF THE QUALITY AND VALUE OF PROGRAMS OFFERED BY THE FOUR VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS IN PENNSYLVANIA

Program Area: Pedagogical or Occupational Skills Workshops

Center: Temple ______
Center: Pittsburgh ______
Penn State ______

You have been a participant in the program area and Center listed above. The Pennsylvania Department of Education and its contract evaluator, the Appalachia Educational Laboratory, would appreciate your appraisal of the services you have received from your Center - through your considered responses to the questions below.

I. For the workshop(s) you attended,

Please rate the items below by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

1.	Workshop location (convenience)	1	2	3	4	5
2.	Timing of the workshop	1	2	3	4	5
3.	Length of the workshop	1	2	3	4	5
4.	Professional arrangements and communications	1	2	3	4	5

II. What skills were emphasized? ______

III. What skills should have received more emphasis? ______

IV. Did you have an opportunity to evaluate the workshop? Yes____ No____.

V. Please answer the questions in this section by circling one of the five possible responses: SA =Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

1.	The content of the workshop was consistent with the workshop title and description.	SA	A	U	D	SD
2.	The content was relevant to my professional needs.	SA	A	U	D	SD
3.	The content was relevant to my present job.	SA	A	U	D	SD
4.	The objectives of the workshop were clearly stated.	SA	A	U	D	SD
5.	The materials and methodology used in the workshop were consistent with the stated objectives.	SA	A	U	D	SD
6.	The materials and methodology were appropriate to my needs and abilities.	SA	A	U	D	SD
7.	The instruction was of high professional quality.	SA	A	U	D	SD

QUESTIONNAIRE TO DETERMINE CLIENTS' PERCEPTIONS OF THE QUALITY AND VALUE OF PROGRAMS OFFERED BY THE FOUR VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS IN PENNSYLVANIA

Program Area: Field-Based Competency-Based Teacher Education

Center: Temple ____________
Indiana ____________
Penn State ____________

You have been a participant in the program area and Center listed above. The Pennsylvania Department of Education and its contract evaluator, The Appalachia Educational Laboratory, would appreciate your appraisal of the services you have received from your Center - through your considered responses to the questions below.

I. How long have you been involved in this program? ____________

II. There is a field resource person assigned to assist me. Yes_____ No _____

III. Please answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided; D = Disagree more than Agree; SD = Strongly Disagree.

1.	This instructional system is focused on competencies (teaching skills) related to my position.	SA	A	U	D	SD
2.	The competencies (teaching skills) have been made known to me in advance.	SA	A	U	D	SD
3.	The criteria by which I will be judged for each competency (teaching skill) have been made known to me.	SA	A	U	D	SD
4.	Performance in my professional role is the primary evidence used in judging my competencies (teaching skills).	SA	A	U	D	SD
5.	My rate of progress through the program is competency-based, rather than time-or course-based.	SA	A	U	D	SD
6.	Evaluation of competencies (teaching skills) is continuous, rather than just at the end of a grading period.	SA	A	U	D	SD
7.	Advisement activities were conducted to meet participants professional needs.	SA	A	U	D	SD

IV. The best thing about the Field-Based, Competency-Based Teacher Education Program is: ____________

V. This program could be improved by: ____________

Service Area (Subject Taught) ____________

QUESTIONNAIRE TO DETERMINE CLIENTS' PERCEPTIONS OF THE QUALITY AND VALUE OF PROGRAMS OFFERED BY THE FOUR VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS IN PENNSYLVANIA

Program Area: Field-Based, Competency-Based Supervisory and Administrative Leadership Development

Center: Pittsburgh ____________
Temple ______________

You have been a participant in the program area and Center listed above. The Pennsylvania Department of Education and its contract evaluator, The Appalachia Educational Laboratory, would appreciate your appraisal of the services you have received from your center - through your considered responses to the questions below.

I. Please answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided; D = Disagree more than Agree; SD = Strongly Disagree.

1. This instructional system is focused on competencies related to the role for which I am preparing.	SA	A	U	D	SD
2. The competencies have been made known to me in advance.	SA	A	U	D	SD
3. The criteria by which I will be judged for each competency have been made known to me.	SA	A	U	D	SD
4. Performance in my internship role is the primary evidence used in judging my competencies for a leadership position.	SA	A	U	D	SD
5. My rate of progress through the internship program is competency-based, rather than time-or-course-based.	SA	A	U	D	SD
6. Evaluation of competencies is continuous, rather than only at the end of a grading period.	SA	A	U	D	SD
7. Internships are designed and implemented to develop specific supervisory or administrative competencies.	SA	A	U	D	SD
8. Provisions are made to systematically guide and supervise the interns.	SA	A	U	D	SD
9. Instructional materials related to specific competencies are used to supplement and complement the internship experiences.	SA	A	U	D	SD

II. Rate the items below by circling one of the five numbers: 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

My resource person	1	2	3	4	5
My internship assignment	1	2	3	4	5
The overall program	1	2	3	4	5

Comments: ____
____

Current Job Title: ____

Subject Taught (if appropriate) ______________________________

QUESTIONNAIRE TO DETERMINE CLIENTS' PERCEPTIONS OF THE QUALITY AND VALUE OF PROGRAMS OFFERED BY THE FOUR VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS IN PENNSYLVANIA

Program Area: Field-Based, Competency-Based Preparation of Advisors of Vocational Student Organizations

Center: Pittsburgh ____________
Penn State ____________
Pre-Service __________ (Check one)
In-Service ____________

You have been a participant in the program area and Center listed above. The Pennsylvania Department of Education and its contract evaluator, the Appalachia Educational Laboratory, would appreciate your appraisal of the services you have received from your Center - through your considered responses to the questions below.

I. There is a field resource person assigned to assist me. Yes _____ No ___

II. Please answer the questions in this section by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree.

1.	This instructional system is focused on competencies related to my position.	SA	A	U	D	SD
2.	The competencies have been made known to me in advance.	SA	A	U	D	SD
3.	The criteria by which I will be judged for each competency have been made known to me.	SA	A	U	D	SD
4.	Performance in my professional role is the primary evidence used in judging my competencies.	SA	A	U	D	SD
5.	My rate of progress through the program is competency-based, rather than time-or course-based	SA	A	U	D	SD
6.	Evaluation of competencies in continuous, rather than only at the end of a grading period.	SA	A	U	D	SD
7.	Advisement activities were conducted to meet participants professional needs.	SA	A	U	D	SD
8.	(for in-service participants only) This program has assisted in the initiation or reactivation of a vocational student organization or chapter.	SA	A	U	D	SD

III. The best thing about Field-based, competency-Based Preparation of Advisors of Vocational Student Organization is: ____________________

IV. This program could be improved by: ____________________

Job Title: ____________________

Subject taught (if appropriate) ____________________

QUESTIONNAIRE TO DETERMINE CLIENTS' PERCEPTIONS OF THE QUALITY AND VALUE OF PROGRAMS OFFERED BY THE FOUR VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS IN PENNSYLVANIA

Program Area: Occupational Competency Assessment

Center:
Pittsburgh ________
Penn State ________
Temple ________
Indiana ________

You have been a participant in the program area and Center listed above. The Pennsylvania Department of Education and its contract evaluator, the Appalachia Educational Laboratory, would appreciate your appraisal of the services you have received from your Center - through your considered responses to the questions below.

I. Please respond to the statements below by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided; D = Disagree more than Agree; SD = Strongly Disagree.

1. The exam was arranged and administered in a friendly, fair, and professional manner. SA A U D SD
2. Any problems that I encountered were handled in a reasonable and prudent manner. (If you had no problems, circle "U"). SA A U D SD
3. Communications regarding the exam were handled in a professional and timely way. SA A U D SD
4. The way this occupational completency assessment is conducted should encourage workers from business and industry to become vocational teachers. SA A U D SD
5. The State and the Centers are doing everything possible to keep the fee for the exam at a reasonable level. SA A U D SD

II. With what aspect of the examination program were the most satisfied?

____

____

III. What could be done, in your opinion, to improve the administration of the occupational competency assessment? ____

____

____

Additional Comment: ____

____

____

Service Area (Subject Taught) ____

QUESTIONNAIRE TO DETERMINE THE PERCEPTIONS OF VOCATIONAL ADMINISTRATORS TOWARD THE SERVICES OF THE VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS.

Check the Center to which your responses apply

Pittsburgh__________
Penn State__________
Temple_____________
Indiana_____________

Check the vocational title which best applies to you

Director_____
Assistant Director____
Supervisor___
Coordinator__

This questionnaire contains statements about six (6) of the services provided by the centers with which you might be expected to be most familiar. Please respond to these statements by circling one of the five possible responses: SA = Strongly Agree; A = Agree more than Disagree; U = Undecided or do not know; D = Disagree more than Agree; SD = Strongly Disagree. Later, you will have the opportunity to comment on other services, if you wish to.

Field Assistance to Beginning Teachers

1. Information about this service is generally available to me. SA A U D SD
2. This service has positive impact on the capabilities of the beginning teachers. SA A U D SD
3. There is a real need for this activity. SA A U D SD

Needs Assessment

1. The institution checked above conducts a thorough needs assessment at appropriate intervals. SA A U D SD
2. I have been contacted within the past two years as part of a needs assessment by the Center. SA A U D SD

Recruitment

The Center conducts a quality recruitment program, with special emphasis on:

1. Recruitment of minorities SA A U D SD
2. Recruitment of pre-service students seeking vocational instruction certificates. SA A U D SD
3. Recruitment of in-service students for hard-to-fill teaching positions SA A U D SD
4. Sex-fair recruitment practices SA A U D SD

Placement

1. The Center conducts placement service to assist vocational students in finding professional positions. SA A U D SD
2. The Center has provided me with needed assistance in filling positions. SA A U D SD

Pedagogical and Occupational Skills Workshops

1. The center solicits and uses input from the field (such as myself) in planning these workshops. SA A U D SD
2. These workshops are planned on the basis of priority needs identified from the field. SA A U D SD
3. These workshops have had a positive influence on the quality of classroom instruction in my area. SA A U D SD

Tuition Differential Supplement

1.	The reduced tuition which results from this supplement helps to attract workers from business and industry into the teaching profession.	SA	A	U	D	SD
2.	It is necessary that this supplement be continued.	SA	A	U	D	SD

Please rate the six services by circling one of the five numbers:
1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

1.	Field Assistance to Beginning Teachers	1	2	3	4	5
2.	Needs Assessment	1	2	3	4	5
3.	Recruitment	1	2	3	4	5
4.	Placement	1	2	3	4	5
5.	Pedogogical and Occupational Skills Workshops	1	2	3	4	5
6.	Tuition Differential	1	2	3	4	5

The four Centers variously provide additional services through the centers. If you have direct knowledge of the service, please rate the additional services listed below by circling one of the five numbers: again, 1 = Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent.

1.	Orientation of intern teachers (Pitt, Penn State only)	1	2	3	4	5
2.	Student Advisement System	1	2	3	4	5
3.	Outreach courses (Pitt, Penn State, Temple only)	1	2	3	4	5
4.	Field-Based, Competency-Based Teacher Education (Indiana, Temple only)	1	2	3	4	5
5.	Competency-Based leadership Preparation (Pitt, Temple only)	1	2	3	4	5
6.	Competency-Based Vocational Student Organization Advisor Preparation (Pitt, Penn State only)	1	2	3	4	5
7.	Occupational Competency Assessment.	1	2	3	4	5

Please comment on the overall work of the centers, your opinion of their impact on vocational education, and any suggestions you would have for improving or adding to their services. ______________________________